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The Foster School

Louisville, Ky.

[1917]

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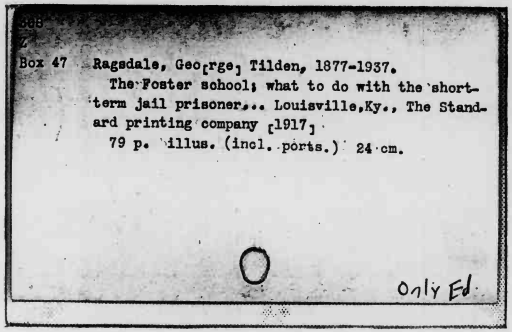
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THE FOSTER SCHOOL

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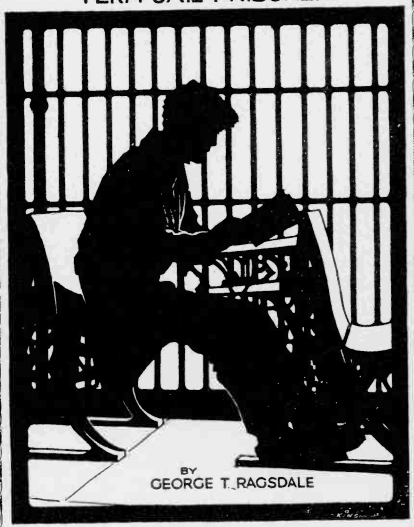

BY
GEORGE T. RAGSDALE

THE FOSTER SCHOOL

What to do with the short-term jail prisoner

GEO. TILDEN RAGSDALE
Ph. B., LL. B.

Published by
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Dedication

To Mrs. Ragsdale, whose courage and sacrifice through a year of illness has allowed me to continue work at the jail when my presence was due in the home, and to our two little boys, in the hope that they will grow to be men strong in body, mind and character, this volume is lovingly dedicated by the Author.

The Home of the Foster School

Jefferson County Jail, Center and Green Streets, Louisville, Ky.
Erected in 1905.

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The Author's Statement

The value of a man's ideas is based upon his honesty, training, experience and the results of his work. As to honesty, those who know me can give testimony. As to training, the records of the University of Chicago show that I was granted the degree of Bachelor of Philosophy in 1905. The records of the University of Louisville show that I was granted the degree of Bachelor of Laws in 1911. I have taught seventeen years, have spent some time in newspaper work, have lectured to civic, social, fraternal and religious organizations for several years. Am a member of the Jefferson County Bar and have had some experience in politics. I have lived in the North, West and South and traveled all over the East of our country. I am a Utilitarian in philosophy and I am liberal in religious views. In all places where I have worked I have tried to be useful and practical.

As a teacher of history and civics I am convinced that I ought to contribute to the civic, social and political welfare of the community. For the civic teacher the private and public institutions of the community furnish a laboratory for activity and study.

The Jefferson County Jail, which has been the place where I have spent some time each day for nearly two years and where I have lived for the past five weeks while writing these chapters, has been an ideal place to work. I have had the privilege of the institution from engine room to the roof. I have eaten, slept and stayed in jail for five weeks. It has been a busy and profitable experience. One does not know crime until he lives by it. I have come to know some good men in this jail and I know some bad ones. I have seen every phase and condition of the criminal world.

I have come to have a fellow feeling for the policeman, the Jailer and guards, as well as the man or woman who is "down and out." People too frequently have an unsympathetic attitude toward the public institution and of the public servant. The policeman has a hard job at best. And he is not half so bad as people make him out. Most of his criticism comes from the over-zealous reformer or the political agitator. I am sure a policeman wants to have a good record. If there was always a good word for him he would make a better official. And I am sure if the public in general would manifest an interest in higher officials we would have a better officialdom.

Public office in America must continue to be elective and will therefore be subject to political maneuvering. But men in politics can be as efficient in office as anyone else. Politics can be left at the door. This Mr. Foster has done, and has made a record which commends itself to the most critical observer. His ambition was to make the "best Jailer Jefferson County ever had," and he has attained that end. People say, "Remove institutions from politics." I am of the opinion that we should *educate men for politics*, and institutions will be taken care of, in or out of politics. If a man has a vision and an ideal and makes himself efficient, it matters little about anything else; he will make good.

I think that this institution commends itself to the world, not only in the school idea, but in its general upkeep and management, and in presenting this little volume we have thought to make our contribution to sociological thought. When I was a student at the University of Chicago I was compelled on account of the death of my father to drop for a time my work in sociology under Dr. Charles Richmond Henderson. Dr. Henderson, however, said that I would be given my credit anyway, and suggested that some time I should contribute something to the field of sociological thought, and I said I would. This redeems that promise to Dr. Henderson, although he has passed on.

I wish to tender my thanks to the inmate teachers who have so earnestly tried to carry out our suggestions. I know their position has been difficult, but they have shown strength in overcoming difficulty which will be of great value when they again resume their normal relations with the world. I wish to express my appreciation of Mr. Fred Montfort for the many valuable and sensible ideas which I have learned from him. I want also to say that the Matrons, Miss Minnie O'Daniel and Mrs. Gazzola, have certainly manifested the most kindly interest and have spared no pains to make the Foster School a great benefit to the women of this place. To Capt. P. J. Donahue, the Chief Deputy, and his subordinates I want to extend my thanks and to say that I have always been treated with the highest consideration and respect. I feel that it is remarkable that Capt. Donahue, after having been a business man all his life, takes the interest in the school that he does.

To Mr. Thomas J. McCollum, Chief Clerk of the Jefferson County Jail, I am under obligations for many suggestions and corrections, and for Chapter 3 of this volume he is responsible. His carefulness in all his work and his loyalty to his superior has impressed me with a new idea about the men we have in our offices. To "Bob" and "Billie" I want also to say "thank you, sirs."

For the art work I am indebted to Wincie King.

To Mr. Foster I owe the opportunity to learn and work which has been here presented. I have found in him a man of high ideals, of acute discretion and firm resolve as well as a generous heart.

While my friendships have been mostly with the educational profession, I have here "in jail" formed attachments which I hope will never be severed. So, hoping that "The Foster School" will prove a "life line" to our erring brothers whom we all have tried to help in these years, I am,

GEORGE TILDEN RAGSDALE.

July 20, 1916.
Jefferson County Jail,
Louisville, Ky.

Introduction

Mr. Ragsdale has asked me to write a few introductory words for his interesting volume. Although it can be said of the pages which follow, more than of most books, that they speak for themselves, I am glad to comply, for I am so impressed with their wisdom and sobriety that it is a pleasure to associate myself, even at long range, with this honest and intelligent record of experience. It is known to all who have any contact with contemporary prison reforms that these center about the educational possibilities of penal institutions. Comparatively few of those who are directly concerned with education have had, however, the time or opportunity (or, it must be confessed, the inclination) to interest themselves in the work of our corrective and reformatory institutions. Mr. Ragsdale's work should be greeted as an honorable and important exception. Certain facts stand out in the sincere, straightforward record he has set down. The account of the life of the jailer, Mr. Foster, is itself a lesson in sound American life. The prior history of the jail is typical in general of a great and common oversight in our social ethics. The record of the educational work undertaken in the school is an exhibit of what intelligence, combined with sympathy free from any morbid sentimentalism, can do to remedy this defect. Our best educational lessons sometimes spring from the seemingly least promising sources. Mr. Ragsdale's picture of the School and its methods is instructive for all concerned with improving our methods of caring for and reforming the derelicts of society. But it is equally instructive for those concerned with normal education. Where conditions are abnormal, need is greatest. There is little choice between allowing things to drift and inventing and applying measures that go to the root of the question. Educational measures which grow out of extreme needs and which are successful in meeting them have an unusual claim upon the attention of those engaged in education under more normal conditions. Mr. Ragsdale's book cuts both ways. It is, I repeat, a pleasure to associate myself in any way with a book which has such a message both for teachers and for those engaged in social reform.

JOHN DEWEY.

Columbia University, New York City.

Statement from the Jailer, Mr. Chas. C. Foster

Compulsory education for American-born children was found necessary. There is a disposition in this country to provide for the care and enlightenment of those children who are brought here from foreign shores.

It is said that at least five million adult Americans are unable to read or write and that millions of Americans can only read simple words and that millions of persons in this Republic rarely read; in truth, they seldom actually think. The illiteracy of millions of unschooled men and women practically is ignored. Most illiterates are ignorant.

Illiteracy retards all that is American—progress, efficiency, standards, social and political, intelligence of citizenship, home-making and the general public welfare.

Prof. Ragsdale, in this interesting and well-written volume, has told of the establishment of the school in the Jefferson County Jail. No one is better qualified than he to relate the simple story of the Jailer's effort to humanize the institution, to uplift those who are swept into it on the tide of misfortune, to teach the inmates that ignorance is a blight and that to continue to exist in this condition is a crime against humanity, a barrier against democracy.

What the Jefferson County Jail has accomplished is conveyed in the statement that up to this time more than 250 persons have been taught to read and write. Flashing the light of education before the faces of offenders of varied types has led these individuals from a cave-like state; it has wrought reformation, in many instances lasting; it has improved the mentality of every pupil who has attended the school; it has at all times elevated the standard of discipline. In every conceivable manner it has served to develop that dormant better self in men and women, boys and girls.

It has done that which sentimentality always fails to do. It does more than can be hoped for through the honor test. It turns all from hopelessness; it is the beacon light of encouragement and the surest cure I know of for redemption. It is salvation for many a soul winding downward.

The opportunity must not be permitted to pass without an acknowledgment from me concerning Prof. Ragsdale's sensible, tireless and practical efforts in the jail school. He has aided me in an undertaking assuredly successful and one that is certain to grow in adoption and usefulness throughout America.

CHAS. C. FOSTER, Jailer.

Louisville, 1917.

Preface

There is no problem upon which society has spent more energy than the problem of the prisoner. In this little volume we are not attempting to deal with the prisoner confined in the penitentiary or reformatory for a long period. Our problem is that of *the short-term jail prisoner.* Much has been said and written, a great deal of study has been made, wise things have been done in the solution of the long-term prison problem. But comparatively little study has been made, little has been written, and what has been done in regard to short-term jail prisoners has been without scientific study or organization.

In some respects only is the jail problem like that of the penitentiary. The jail gets the culprit for the first time, the penitentiary generally after he has had jail and workhouse sentences. The jail gets the boy before he has become well acquainted with criminal life; the penitentiary gets him after he has become calloused and hardened to criminal life. If there is, therefore, any hope of "pulling a fellow back into line" with right living the opportunity is in the jail. But society has not yet seen this opportunity.

The jail problem is an old one. The first person in modern times to make a real study of prisoners and jails was John Howard, who was born in England in 1726. He gave the first impetus to reform. The Nineteenth Century was marked by five great epochs of progress. The first was a work of the philanthropists, which led next to a period of reform in legislation. This legislation led to a reconstruction of jails and prisons. The next epoch put stress upon different kinds of servitude, and the last was a period when the national conscience was awakened to action.

This last period has introduced the present period, which is to be one of scientific study of the prisoner as an individual in society, and of society's relations, rights and duty toward itself and the prisoner.

But through all this progress the problem has been studied from the penitentiary standpoint. We have here attempted to study the jail from every standpoint, not altogether from that of the writer on criminology.

We are living in the jail, eating, sleeping, talking and working with a most practical and common-sense Jailer, his assistants, his guards and his prisoners. While reading may have had some influence on our viewpoint, the actual contact with the problem and the observations made in this jail form the foundation of this humble contribution to sociological thought. We here attempt to show how The Foster School has attempted to solve and is solving the question. *"What to Do With the Short-Term Jail Prisoner."*

CHAPTER I.

JEFFERSON COUNTY JAILS.

The general practice in the United States, and in Kentucky especially, is to make the county the unit for the support and control of the jail, and accordingly the Fiscal Court is given authority by Section 1872 of the Statutes to issue bonds for the construction of jails. At one time the city was a party to the support and control of the jail.

The records of the first jails of Jefferson County seem to have disappeared, but we have found enough evidence to lead us to the conclusion that Jefferson County has had about the same evolutionary progress in this problem that any other community of a like history has had. Jefferson County has not been behind, neither has it been ahead until recently, of other counties where the population ranges from 300,000 people upwards.

The first jail in Jefferson County was a part of the stockade built by George Rogers Clark in 1778 on the north side of Main Street, between Sixth and Seventh Streets, of this city. It is very probable that this block house was first used to detain prisoners, but later a log jail was built with triple walls so constructed that the outside and inside walls would appear to be those of two regular log cabins, one built within the other, and with a wall between these two made of logs that stood perpendicularly. If a prisoner should attempt to saw his way out he would have to saw his way through three walls, the middle log would drop when he took out a block so that the opening would close and prevent escape. This jail had only one room, and all prisoners were put therein and chained to the wall so that they could not reach one another.

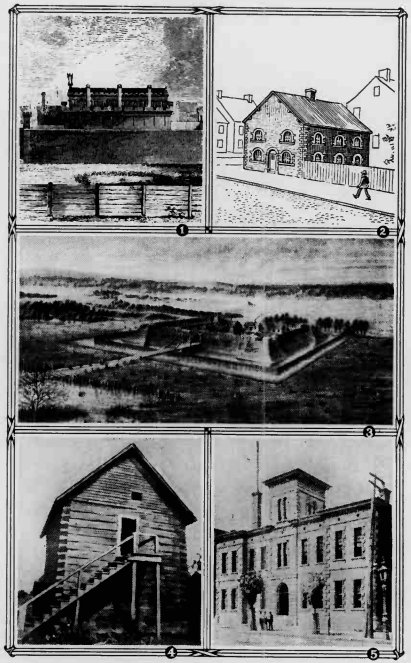
(There is some evidence that this jail was located on the west side of Sixth, between Jefferson and Congress Alley.)

About 1800 a log jail of two rooms, one above the other, was built at the present site of the St. Nicholas Hotel, Court Place and Sixth Street. The women occupied the upper room of this jail, while men were quartered below. This jail did service for about twenty years.

In 1819 a new jail was constructed. McMurtrie's History of Louisville gives an interesting statement in regard to this, and is here quoted:

"GAOL.

"A most miserable edifice, in a most filthy and ruinous condition, first cousin to the 'black hole of Calcutta.' A new and spacious one is, however, contracted for, which will be commenced in a few weeks, to be built (as is the old one) of stone, with arched fireproof apartments and cells secure, but so contrived as to afford shelter to the unfortunate of the law, who may there 'address himself to sleep' without any fear of losing his ears through the voracity of the rats and other vermin that swarm in the present one. It would be well to surround the new building when finished with a high stone wall and



No. 1 Jail, built in 1846, on site of Annex to City Hall.
No. 2. The Jail of 1819, situated on site of St. Nicholas Hotel, Sixth and Court Place.
No. 3. Fort Nelson, built in 1782, at Seventh and Main streets. Prisoners were held in one of these blockhouses.
No. 4 is a picture of a jail in actual use near Louisville. It is almost an exact type of the jail built about 1800.
No. 5. Addition to No. 1, fronting Jefferson street. Built about 1862.
For present jail see Frontispiece.

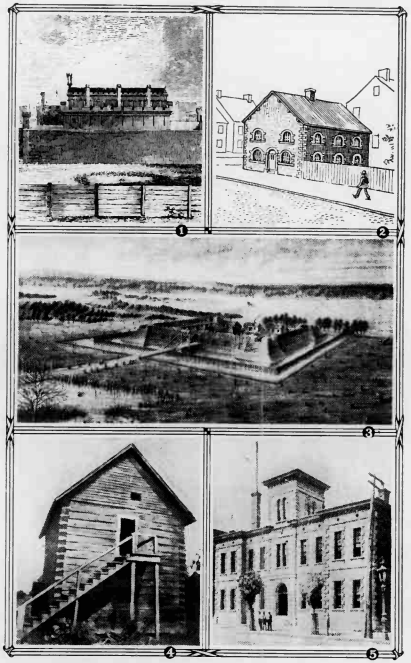
to inclose within the limits that horrid-looking engine now standing opposite the Courthouse. I allude to the pillory and whipping post. Such things may be necessary (and even that is very doubtful) for the punishment of the guilty, but I am sure it never came within the intention of the law to inflict through it pain upon the innocent, its very appearance, combined with the knowledge of its uses, sufficing to blanch the cheek of every man who is not through custom or a heart callous to the sufferings of humanity totally regardless of such scenes."

The third jail, designated in the cut on page 12 as Jail No. 2, was a two-story stone structure with shingle roof and doors and small windows barred with inch square wrought iron bars. It was about 50x30 feet and opened on Sixth Street. There were five rooms upstairs, and for a time the Jailer with his family occupied these rooms, but by 1844 the upstairs had been changed and was being used for prisoners. There were four rooms on the first floor, one being used for an office by the Jailer, one room for white male prisoners, one for white women and one for negroes. This jail was used until late in 1846, when the fourth jail was completed.

Jail No. 4, designated in the cut on page 12 as No. 1, was located on the north end of the lot where the annex to the City Hall is now situated. It was surrounded by a stone wall about 16 feet in height and inclosed a space about 100x150. On each corner of this wall was a sentry box. In front of this wall was a yard in which grew some large shade trees. From the street the jail looked like a feudal castle and is so described by those who can remember its appearances.

In the jail proper there were three tiers of cells. These were located around a "U" shaped court, known in jail parlance as the "bull pen." The cells were "holes in the wall" inclosed by iron bars or doors. There was no ventilation. At night each prisoner had a wooden bucket for excretions, which he was required to keep under his cot until morning, when he was required to empty it into a pan in a vault. The prisoners' meals were handed him through the barred door. On special days the freedom of the "bull pen" was given the prisoners, if there was no mark against them on account of misbehavior.

In 1862 an addition, designated in the cut on page 12 as Jail No. 5, which covered what was the jail yard at that time and where is now located the Annex to the City Hall, was made. This was two stories in height. On the first floor was a vestibule, on the left of which was a public office, where all prisoners were "registered," and on the right were the Jailer's private offices. From the vestibule a "T" shaped hallway led to the new cells, to the old jail, to the kitchen, to the storeroom and to the closet. On the second floor of the addition there were two tiers of cells on the west side, where women were kept, and on the east side was a large room set apart for "moonshiners." The front rooms of the second floor were first used for storerooms, but in 1878 these rooms were turned into cells,



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which were used until the jail was abandoned in 1905. In one of these cells Caleb Powers was confined while awaiting trial for the murder of William Goebel.

It was in this jail that Dr. Samuel Garvin began his long term of thirty-three years, two months and two days as jail physician. Dr. Garvin's experience was a valuable one to society. Out of 5,000 delirium tremen cases treated in this period he lost only twelve. He says that a man does not commit crime when under the influence of morphine, but when he *wants* it he will do anything in the world to get it. Dr. Garvin's observations and experience ought not to be allowed to perish with him.

Many interesting stories are told about the "old jail." Mr. James Camp tells us that while his father was Jailer in the 70's that the yard about the cellhouse was used as a place to fatten turkeys, lambs and pigs from what was left from the kitchen, and that, on Thanksgiving, the prisoners were always given a "turkey dinner." There seems to have been a good cook at the jail in those days also, because old men who were on the police force in those days delight to tell about "good, juicy steaks" which they would take to the jail and have broiled by the cook and which they "sure enjoyed" when they had completed their beats on cold winter nights.

In 1905, the fourth jail having been outgrown and "beyond repair," the Fiscal Court, during the term of James P. Gregory as County Judge, caused the erection of the fifth and present jail of Jefferson County at the southwest corner of Center and Green Streets. It covers a 150x225-foot lot and is three stories high. The outside walls are constructed of brick and Bedford limestone and range from 18 to 30 inches in thickness. The windows are high and wide and secured by permanent tool-proof steel bars. As one enters the jail, on the left will be seen the private office of the Jailer, which appears to be the study of a quiet gentleman of culture. On the right is the public office, where all "guests" are registered before they pass into the Jailer's care. Coming then through the first barred door into the main hallway one is charmed to see a beautiful fountain, planned by the Jailer and built by the inmates. (See cut on page 70.) On the left of this hall will be found the administration office of the Jailer and Chief Deputy. On the right is the jail physician's office, the surgical room and the drug store. On the left of this hallway will be found the inside office of the Jailer and Assistant Jailer. Here may be found many relics of former days—nooses, knives, saws, needles, guns taken from prisoners, as well as the "death cap" used in hanging in former days.

Through another barred door and we are in the cellhouse, which is constructed entirely of tool-proof steel. The cellhouse is built on the ground without basement or sub-structure of any kind. The walls are so constructed that at least one-third of the surface is window space, so that there is the best of ventilation at all times. There are five floors and four tiers of cells on each floor. In all there are 300 sleeping cells and twenty bath cells. On each tier there is a shower bath,

a walk about one hundred feet in length, of which the prisoner has the freedom when not asleep. The cells are 5 feet 10 inches wide, 8 feet long and 7 feet high. The cell is equipped with a bed attached to the wall, with a table, also attached to the wall, with a washbowl and toilet and an electric light.

From the locking box at the head of each tier (outside) all the cells may be locked by one operation, and by one operation they may be unlocked. Any cell on the tier may be locked and unlocked from the locking box. The tier gate may also be locked and unlocked from the same place.

There are also two hospital wards in connection with the cellhouse. The most interesting place, but the least used in the cellhouse, is the "hole," which is under a portion of the house. This is the place where the "unruly" fellow is allowed to stay to "think things over."

On the first floor at the east end of the building are the boys' wards, which are so constructed as to have as little of the appearances of jail as possible. On the second floor will be found the wards for women, which have more the appearance of hospital wards than jail wards. The schoolrooms for women, the chapel and matron rooms are also located on this floor. On the third floor the kitchen, the guards' dining room, the guards' dressing room and the colored boys' ward are located. In the basement the laundry, where all of the jail "linen" is taken care of, is found. The carpenter shop and the sanitary department are also in the basement. The capacity of the jail is easily 450, and in emergency many more could be taken care of.

The visitor going through this institution is first impressed by the extreme cleanliness of the place. The proverbial "jail smell" is not even noticed.

Over every entrance and in many conspicuous places will be found many neatly painted quotations, axioms and inscriptions which express Mr. Foster's philosophy and which is meant to remind the "guests" of the error of their ways and point them to think a little higher. Some of these are: "Drunkenness turns a man out of himself and leaves a beast in his room," "Forget others' faults by remembering your own," "What greater crime than loss of time," "A fine woman can do without fine clothes," "Smile and look on the bright side," "A child is better unborn than untaught," "A good face needs no paint," "How I pity the man who never took the education that was rightfully his—Lincoln," "Hope is the dream of one that is awake," "Do as little as you can to repent of," "The best throw of the dice is to throw them away."

The heating and ventilating plant is in the yard at the rear of the jail. The law makes the Jailer the custodian of the Courthouse and the Armory, and the heat, light and hot water for those buildings are furnished by the jail plant. The tunnel through which prisoners are taken to the Criminal Court is the conduit for the light, heat and water used in the Courthouse.

We have not attempted to give a technical description of the jail, thinking that for the laity that of a layman would be better.

CHAPTER II.

THE JAILER, CHARLES C. FOSTER.

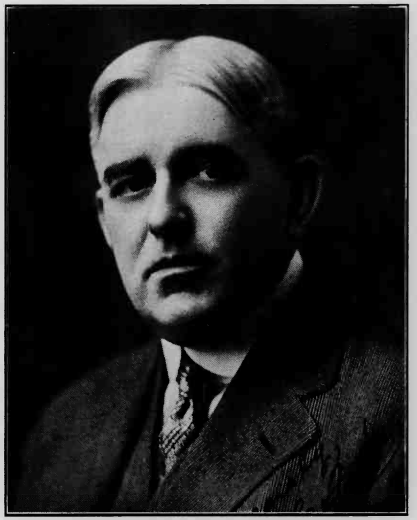
Jefferson County has had many efficient jailers, but it has been our fortune to know only the present Jailer, Mr. Charles C. Foster. I wish to mention several incidents in his life because I find here again the illustration of how a boy in our land can by energy and common sense make a place for himself among Who's Who of the land. These incidents also show what is Mr. Foster's philosophy of life. The foundation for one's work is laid very early in the training and experience of a boy's life.

Born in Lexington, Ind., on October 29, 1871, and brought to Louisville at a very early age and then taken back to the place of his birth, where his father owned shares in a woolen mill, Mr. Foster began his career in life. In the woolen mill at Lexington he began the work of feeding a picker, making 25 cents per day. At about twelve years of age the support of his mother and sister fell upon him because of the death of his father. He had reached the sixth grade in school, and here his education so far as school is concerned was stopped.

He had sold newspapers, and about this time he borrowed an 8x10-foot power printing press and started a country newspaper. He did all the work except to write the editorials, which were furnished by his partner, Mark Storen, then a schoolteacher and now United States Marshal for Indiana. Besides running the eight-column paper he did job printing, such as professional cards, sale bills, etc. The paper had a circulation of about 500 and was sold to Scottsburg parties and continues today as a county paper under the management of Mr. S. B. Wells.

The young man next found himself at sixteen years of age in Jeffersonville, Ind., engaged on a newspaper which had a life of only two weeks. But fortune came his way and his work as a newspaper man went on. A reporter on the Commercial, a Louisville paper, wanted a day off, and asked young Foster to do his work. It so happened that "Jake" Robinson, who lived in the hills back of Jeffersonville, had had for a long time a misunderstanding with a neighbor named Sam Hay. The feud ended on this day by Robinson taking a double-barreled shotgun and killing Hay. The substitute reporter wrote the account of the murder, and on the strength of the story Frank W. Gregory, Managing Editor of the Commercial, gave him a position as reporter in Louisville. For several years he worked as reporter when a five-months' siege of typhoid fever made it necessary for him to seek lighter employment. This he secured as night clerk in the Hotel Geneva in Cincinnati. He stayed here several months and then went to the Stanton Hotel in Chattanooga, Tenn. We have noticed that Mr. Foster has remarkable ability in "sizing up" people, and this no doubt he acquired and cultivated while working as hotel clerk.

But his ambition was more along the newspaper line, and now that he was again strong he wrote to the Courier-Journal and Commercial for a job. Both papers answered, telling him to come on and go to work. He returned to Louisville and went to work as the Jeffersonville correspondent of the Courier-Journal.



MR. CHAS. C. FOSTER, Jailer
Jefferson Co., Ky.

In 1893, when he was twenty-two years of age, he decided to go to Boston and seek editorial work, and when he landed in the New England metropolis his finances demanded work at once. He sought work of Curtis Guild, of the Boston Post, and was told to come back in one week to go to work. To look at the subject of this sketch now

CHAPTER II.

THE JAILER, CHARLES C. FOSTER.

Jefferson County has had many efficient jailers, but it has been our fortune to know only the present Jailer, Mr. Charles C. Foster. I wish to mention several incidents in his life because I find here again the illustration of how a boy in our land can by energy and common sense make a place for himself among Who's Who of the land. These incidents also show what is Mr. Foster's philosophy of life. The foundation for one's work is laid very early in the training and experience of a boy's life.

Born in Lexington, Ind., on October 20, 1871, and brought to Louisville at a very early age and then taken back to the place of his birth, where his father owned shares in a woolen mill, Mr. Foster began his career in life. In the woolen mill at Lexington he began the work of feeding a picker, making 25 cents per day. At about twelve years of age the support of his mother and sister fell upon him because of the death of his father. He had reached the sixth grade in school, and here his education so far as school is concerned was stopped.

He had sold newspapers, and about this time he borrowed an 8x10-foot power printing press and started a country newspaper. He did all the work except to write the editorials, which were furnished by his partner, Mark Storen, then a schoolteacher and now United States Marshal for Indiana. Besides running the eight-column paper he did job printing, such as professional cards, sale bills, etc. The paper had a circulation of about 500 and was sold to Scottsburg parties and continues today as a county paper under the management of Mr. S. B. Wells.

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one would say that he had never seen a hungry day, but this week in Boston waiting to go to work did give him some real famine pains. Col. Foster now tells of a certain restaurant into which he often gazed during this week, but into which he did not enter because he "did not have the price."

The much-longed-for Monday morning came and Foster went to work doing "police duty." The Chief of Police soon became his friend and helped him to get many a "scoop." One day he was called into the office of the Managing Editor, Mr. Henry W. Taft, and asked if he would like to be Sporting Editor. The young man was afraid of the job, but took it anyway. Some time after this "520%" Miller loomed up in the advertising world as a "get-rich-quick" operator. Quoting Franklin along the line of being careful and thrifty, he flooded the mails with circulars and the papers with "ads" setting forth how easy it would be for those who would send their earnings to him to earn 10% weekly, through his experience in Wall Street and his connections by making the proper investments. His main office was in Brooklyn. He opened a branch office in Charlestown, a suburb of Boston. He received deposits from policemen, motormen, washerwomen and other unsuspecting people. The great bulk of the money came from the West. It occurred to the owner of the Post that this financiering was worse than frenzied. He decided to turn loose his batteries. Mr. Taft asked Foster if he would like to go to New York and interview Miller. He went. He found Miller's office in an old-fashioned two-story house. The clerks were practically buried in stacks of letters and currency. The Chief of Detectives, Reynolds, had accompanied the Post's representative to Miller's lair, and both received courteous treatment.

"Have I not made good with everybody?" asked Miller. The Chief replied that he had so far. The next day the story of Miller's wild scheme was told in the Post with flashing headlines. The following day Miller appeared in Boston and tendered the Post a page advertisement. It was refused, and in less than a week Miller was in the toils of the law. Later it appeared that one Bob Ammon, a New York lawyer, was found to be the brains of the concern, and was soon committed to prison. Thousands of people had been victimized.

As a reward Foster was made chief of the police reporters of the Post, with headquarters at Pemberton Square. We have given this somewhat in detail because it shows how a fellow by diligence can make good when in a strange land where he has not friends to boost. America likes the young hustler who is not afraid of doing more than his pay calls for, and this seems to be one of the secrets of Jailer Foster's success today.

On account of the sickness of his mother Reporter Foster returned to Louisville, where he resumed work on the Courier-Journal and Times. When the Louisville Herald was organized he became City Editor. After two years he returned to the Times as Sporting Editor and acting City Editor and afterwards Political Editor of the Times.

In 1909 he became Secretary to Mayor Head, where he acquired his first experience in the affairs of the public. In 1913 he announced himself as a candidate for Jailer, received the Democratic nomination and was elected in November. During the month following his election he visited the jails of several of the large cities, like Chicago, Milwaukee, Philadelphia and New York.

During his work as a reporter he had always taken an interest in stories which came from jails and penitentiaries and read many books along the lines of criminology.

Mr. Foster is a broad-minded man, and this comes as a result of his newspaper work, because there is no class of people who are more able to see all sides of a question than newspaper people. Indeed, if one cannot go to college he can get a good education by working as a reporter. There is no phase of life which does not come under his observation. Frequently he has to plead a cause in which he may not believe. He must be on the watch all the time to get the truth. He learns soon to tell the sham from the genuine. Although Mr. Foster went no farther than the sixth grade in school, he has had the equivalent of a liberal education. And this any boy can get, and it would be well to get it if it is ever in his mind to in any way be in public life.

I have observed Jailer Foster closely during my two years in connection with his work. Recently an old man was lodged in jail. Mr. Foster said to the "hall boy": "Tell those fellows to take good care of that old man," and at another time an old couple who had been ejected from their house and had no place to go were brought to jail and were much worried. Mr. Foster took pains to make them at home, remarking that "they could have a good bed tonight." And this is the spirit which he has tried to impart to the unfortunate and which he desires that those under his command shall impart.

This is the record and these are the qualifications of a practical, common-sense man who has come up in the usual way of the self-made American. He had no special qualifications for the office he holds other than what we have mentioned and what any man who aspires to a position of this kind may have, but when elected he determined to make the BEST Jailer, and by just doing one sensible, practical thing after another, he is making a record which is a model for all men who hold the position of Jailer.

CHAPTER III.

FISCAL AFFAIRS OF THE JAIL.
REVENUES—UPKEEP—EXPENDITURES.

The fees for the keeping, feeding, incarcerating and releasing of City, County, State, Federal and transient prisoners and the furnishing of light, heat and janitor attendance to the Circuit Courts form the medium through which revenues are derived for the jail.

The "upkeep" expense, such as repairs, painting and the furnishing of such supplies as brooms, mops, bedding and all such articles, are paid by the Fiscal Court, a sworn statement of such expenses being furnished the Fiscal Court on the first Tuesday of each month.

The feeding of the prisoners and all office and general expense not included in the upkeep of the jail is paid by the State of Kentucky. On the first of each month the Jailer balances his City, County, State and United States reports and forwards them to the different courts for approval. He then makes out a statement showing the amounts received the preceding month, which amount he forwards to the Auditor of State, also inclosing a list of expenses for the month, sworn to. The Auditor then draws his warrant upon the Treasurer for an amount not exceeding 75% of the fees or compensation due to or paid to the Jailer for services rendered the preceding month. If the amount so paid is not sufficient to pay the salaries and expenses of the office for the month the deficit may be made up out of the amount due or paid in any succeeding month.

All amounts over 75% of the fees received from the Jailer by the Auditor are credited to the Jailer's account, and at the end of his term, should there be any deficit to meet expenses previously certified to or due, this reserve fund can be drawn upon to meet any such deficit.

At the present writing the "population" of the jail is about 200, whereas a year ago it was around 300.

The following is a copy of the rules and regulations for the government and guidance of guards, employes, visitors and inmates of the Jefferson County Jail as compiled by Jailer Foster:

OFFICE.

1. It shall be the duty of the Deputy in the office during the day to register prisoners, being careful to ascertain their correct age. It shall then be the duty of the Turnkeys to carefully search them and turn over to the arresting officer any valuables such prisoner may possess, to be taken care of by the Property Clerk at Central Station.

2. All money and valuables taken from County prisoners shall be kept in the office to be turned over to such prisoner at the time of his release. A receipt shall be taken from each prisoner for any valuables so turned over.

3. A prisoner after being carefully searched by the Turnkey will be admitted to the jail proper to be assigned to a cell designated by the proper officers.

4. The Jailer nor the employes can undertake to protect property brought into the jail, and will not be responsible for any losses that may occur.

5. An individual brought to the jail by an officer is not in the custody of the Jailer until after he passes through the main gate at the entrance.

6. Turnkeys at the main gate must be certain when an individual is allowed to pass out that such person is not a prisoner. All persons being released on bond must be identified before leaving, and all prisoners, after having completed their sentences, must be brought first to the office before being allowed to leave.

7. No official shall leave his post unless given a special permission by the Jailer, Chief Deputy or officer in command.

8. Turnkeys will enforce the rules relating to lawyers visiting prisoners in the counsel room. A lawyer must first obtain permission at the jail office to see an inmate, the name of the lawyer and likewise that of the prisoner he wishes to see being recorded in a book provided for that purpose. A lawyer shall only visit a prisoner on request. NO SOLICITING WILL BE ALLOWED AMONG PRISONERS.

9. In the absence of the Jailer or Chief Deputy Jailer the Deputy in charge of front gate will be the ranking officer.

10. Copies of all requisitions on account of the jail and court house must be kept on file in the jail office. Economy must be practiced.

GUARDS.

To the Guards of the Jefferson County Jail.
General Order No. 1.

To Be Studied By All Employees and to Be Read by Inmates and Visitors.

1. All persons, rich or poor, white or black, must receive the same treatment from the officers and employees of this jail. There must be no discrimination.

2. The address and telephone number of all employees must be left in the office of the Jailer.

3. Previous to going on duty the Jailer or his representative shall observe the guards and other employees to see:

(a) That they are physically competent to perform their duties.
(b) That their clothing is neat and presentable.
(c) That their shoes are in keeping with their uniform. Neatness, gentility and sobriety are imperative. Guards must practice forbearance and common sense. Safety, security and caution are the watchwords of guards.

4. As the prisoner is admitted through the cell house gate he must be searched again a second time in the apartment arranged for that purpose, and finally by the attendant in the tier of cells where assigned, after which he is given a bath, if needed. Such person is not to be changed from his cell unless authorized to do so by the Jailer, his Chief Deputy, or some person designated to exercise that power. No guard is permitted to assign a prisoner as floor boss.

5. A prisoner must not be punished until the facts concerning his offense are submitted to the Jailer or his Chief Deputy. Then the method and duration of punishment will be indicated.

6. No guard will be permitted to visit any court in behalf of a prisoner, nor will he be permitted to become surety for an individual under arrest. A guard's duty lies in the jail or wherever he may be assigned in connection with his official service.

7. Guards must patrol the jail every thirty minutes and not fail to register the trip on the automatic clocks.

8. Yard guards will open and close the yard gates and patrol the yard every thirty minutes. Wagons passing in and out must be inspected coming and going, guards seeing to it that no prisoner attempts to escape. Only one wagon is allowed in the yard at a time. Yard gates must be kept closed. They are to be used only for incoming and outgoing wagons. Guards must not open the gates and stand on the street.

9. Guards are not allowed to carry revolvers, but each man must keep a loaded revolver in the jail office, where it may be secured without delay in case of an emergency.

10. Day guards, upon assuming their duties, must inspect the cells, take a count of the prisoners on the tiers, engine room, halls, etc., to see that

everything is all right. A report must be made upon blanks furnished for this purpose and these shall be turned into the office. Night guards must make a similar inspection and report, ascertaining at the office if the census so taken agrees with the total number of persons showing on the records. They must also carefully examine all doors, gates, etc., seeing to it that all are secure. The yard gates must be inspected.

11. A guard must accompany all visitors within the walls of the jail. At night cells must be locked with the "dead lock on," the neutral lock never. Guards must not indulge in unnecessary conversation with a prisoner or prisoners.

12. Guards must not be messengers for inmates.

13. Be polite, but firm.

14. Do not spit upon the floor. Be clean.

15. The quarters of a prisoner must not be changed unless upon the order of the Jailer or his Chief Deputy.

16. Guards are on duty only eight hours. For this reason each guard must stand his own watch. Guards must relieve each other promptly. The jail is entitled to the best service an employee possesses.

17. Guards will not be permitted to "trade" watches; in other words they will not be permitted to remain on duty for each other.

18. An officer who fails to report for duty must file a convincing reason for his absence.

19. Guards are positively not permitted to entertain friends in the cell-house.

20. Guards are not allowed to play cards or any other pastime in the jail. Your duties require your exclusive attention.

21. An employee found under the influence of liquor will be discharged.

KITCHEN.

1. The kitchen will be under the personal charge of the steward. He will be assisted by the first and second cook. The steward shall purchase all supplies and approve bills for every article. He shall twice a year (March and October) submit to the Jailer for his approval a list of articles necessary for his department for the ensuing six months.

2. A monthly accounting of expenditures and stock on hand must be submitted monthly to the Jailer.

3. The steward must vary the fare daily for the guards' dining hall and all departments of the jail. The food must be first-class and wholesome. He will direct the feeding of the prisoners. Breakfast to be served at 6:30 a. m., luncheon 12 m., and dinner at 4:30 p. m. All foods must be thoroughly cooked and supplied in proper quantities to the prisoners.

4. Persons employed in the kitchen and those who serve food to the inmates must, prior to assignment to this duty, undergo a physical examination at the hands of the Jail Physician or his assistant.

5. The cooks must use skill in the preparation of the plainest food. The portions for black and white must be alike and must be liberal.

6. Special diets must be prepared upon request of the Jail Physician.

7. The kitchen and everything in connection with it must be kept absolutely clean in the interest of the general sanitation of the jail.

8. Firemen in the engine room will receive their rations where they are employed.

SANITARY DEPARTMENT.

1. The Sanitary Officer will inspect every cell daily or see that this is done. He will likewise inspect the entire jail and superintend the cleaning of the institution, using disinfectant to destroy vermin, germs, etc. The Sanitary Officer has full charge of the cell-houses in the matter of sanitation.

2. All cells must be neat as well as clean. Every prisoner must clean his cell every morning. All bedding must be kept in good condition. Cleanliness is the salvation of any jail and is the keystone to reformation. Every nook and corner must be sanitary. This promotes health. Crime is disease.

3. Every cell must be provided with clean sheets twice each week. Blankets must be washed twice a month.

4. The storeroom is to be under the supervision of the Sanitary Officer and all supplies for this department are to be purchased twice yearly (March and October) on requisition to the Fiscal Court, having first been submitted to the Jailer for approval.

MATRON'S DEPARTMENT.

1. The statutes provide for the appointment of a Matron and an Assistant Matron. They are under the direction of the Jailer and the Jailer may remove them for the good of the service.

2. The Matrons are in charge of all female prisoners subject to the order of the Jailer or his Chief Deputy. The Matrons must enforce discipline, they must see that perfect sanitary conditions exist in the female ward, they must exert themselves to improve the mental and moral conditions of the female inmates. If offenses are committed by the female prisoners, such as indecency and vulgarity or any unseemly conduct, a written detailed report must be made to the Jailer.

3. The Matrons will superintend the work in the laundry, where female prisoners will be employed. The service of female prisoners will be utilized in supplying bedding and keeping the jail linen clean and in repair.

4. Matrons must divide the twenty-four hours regularly and receive every female prisoner (at all hours). After registration in the office every female prisoner must be searched by the Matron, and after having been bathed, shall be assigned to quarters. Females must be bathed twice weekly. A daily bath is preferable.

5. Matrons must inspect the female department daily. They must report to the physician all cases of illness. Every female prisoner must retire at 8:30 o'clock p. m. and arise at 5 a. m. The Matrons have the right to assign females to tasks.

6. Matrons must act in harmony in order to promote the general welfare of this institution.

POWER PLANT

1. The power plant will be in charge of the Chief Engineer. He shall have assistants. All supplies for this department must likewise be submitted to the Jailer twice yearly (March and October) for his approval to be submitted to the Fiscal Court.

2. Each month the Chief Engineer shall O. K. the various items that are forwarded to the office for payment by the Fiscal Court.

GENERAL.

1. The Jailer or his Chief Deputy will visit all parts of the jail daily and inspect conditions, ascertain the security of the jail, etc. The duties of the Jailer, Chief Deputy or attache so designated, shall exercise general supervision and direction of the jail, its officers, inmates, etc. This includes the Matron and Assistant Matron.

HOURS.

2. The guards in the cell-house are to work in shifts of eight hours each. This includes the yard men. The hours are as follows:

7 a. m. to 3 p. m.
3 p. m. to 11 p. m.
11 p. m. to 7 a. m.

In addition to which a general utility man will be assigned duty wherever it is expedient to place him, his hours to be:

9 a. m. to 5 p. m.
11 p. m. to 7 a. m.

The office force, Chief Deputy, Turnkeys and Court Deputy on straight day watch, with one day off each week.

3. No attache of the jail will be permitted to bring any intoxicants into this institution for his own or the use of anyone else. The penalty will be dismissal.

4. Any person who shall sell to a prisoner or bring into the jail any liquors, cocaine, morphine, or any other drug for a prisoner shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be subject to imprisonment for one year and be fined in the discretion of the court.

5. Prisoners sentenced to the Eddyville Prison and Frankfort Reformatory or any other institution shall be placed in the upper tiers of the jail until the evening before their departure, when they shall be placed on tiers 1st C and 1st D. The exception to this rule applies to the juvenile department and the female department, in which departments prisoners confined therein shall be kept until removed as directed by the court.

6. If a prisoner feels that he has been mistreated permission is granted to make a report to the Jailer. An investigation will be made.

7. When occasion requires that a prisoner shall be visited at a time other than the regular visiting hours application may be made to the Jailer or Chief Deputy. Prompt action in the matter will be taken.

8. Every guard, every attache of any kind, Matron, Assistant Matron, etc., must invariably lock every door and gate after passing through. A violation of this rule will not be tolerated.

9. All prisoners tried in the Criminal Court must be escorted there through the tunnel and not through the street. Before leaving a check must be made to verify the docket. All prisoners for the Criminal Court must be handcuffed. Guards escorting prisoners to the Criminal Court must lock the tunnel gates after passing through. When the tunnel is not in actual use all electric lights therein must be turned off.

10. Officers are forbidden to strike or use violence toward any prisoner unless self-preservation justifies it. Under these circumstances all of the facts must be submitted to the Jailer or his Chief Deputy.

11. Officers must maintain toward each other and toward those persons visiting the jail department such as will stamp them as gentlemen. Guards must not resort to the use of unbecoming language or boisterous conversation; they must not discuss politics nor religious subjects while on duty. Holding unnecessary conversation with a prisoner is forbidden. Commenting upon the guilt or innocence of a prisoner will not be permitted.

12. Guards or employees of the jail must not suggest to prisoners or persons interested in the prisoners the name or names of lawyers to defend them. A guard shall not receive directly or indirectly from any prisoner or lawyer any gratuity or compensation for services rendered or to be rendered by him or any other person; nor shall he share in any reward or fee paid for the defense or release of any prisoner confined in the jail. No officer must aid an inmate in any legal undertaking nor will any officer be allowed to seek clemency for an inmate.

13. All employees are hereby informed that if they accept any money, or its equivalent, for favors granted by them to persons confined in this jail such employees will be at once dismissed by the Jailer.

14. When a prisoner is taken to court or is called to the counsel room his cell must be locked as soon as the prisoner leaves it and kept locked until its former occupant or another prisoner is brought to it.

15. Under no circumstances will a visitor be permitted to see a prisoner in a cell. Persons known to the officials as criminals will not be permitted to enter the jail as visitors except by special permission from the Jailer or his Chief Deputy. Lewd characters will not be permitted to enter the jail as visitors.

16. Every package brought to a prisoner must be left in the visitor's room for inspection. The name of individual for whom package is intended must be in legible writing. Bottles, jars, glasses, tin cans, canned goods, home-made cooking, cigarettes, or cigarette paper will not be accepted. Food, fruit (except bananas), tobacco and clothing will be received.

17. Articles of food prepared at home will not be received. All meals must come from a reputable restaurant. Waiters are not allowed to enter the corridor of the jail. All baskets, bundles, etc., are subject to inspection.

18. Prisoners are not permitted to play cards or dice. Gambling of no kind will be countenanced. Offenses of this nature will call for punishment.

Dominoes and checkers will be supplied inmates, also books, papers, etc. The prisoners have the volumes of the Louisville Free Public Library at their command.

19. The names of persons committing thefts in jail will be referred to the grand jury. Petty pilfering among prisoners will call for punishment and the Jailer or his Chief Deputy will impose the penalty. Similar action will be taken in all instances whereby inmates violate the rules and regulations of the jail.

20. Tuesday is visiting day for the colored people and Friday for white people. The hours are from 10 to 11:30 a. m. and 1 to 2:30 p. m. The prisoners will be brought to the cell-house gate, where benches will be provided for them, and their relatives and friends will stand at the gate to converse for ten minutes. A guard must always be in attendance during these hours at the gate. Visitors under the influence of liquor will not be admitted.

21. Shaving days are Wednesday and Saturday. Barbers will work on the south end of the exercise walk of each tier. Prisoners will not be barbered on the floor of the cell-house. All razors, shears, etc., must be returned to the jail office by 5 p. m.

22. Prisoners must be classified with degrees of criminality. Departments are available for first and second offenders of both sexes. Colored inmates must be segregated.

23. Those prisoners suffering from tuberculosis, also venereal diseases, must be segregated.

24. After inmates are locked up at 5:30 p. m. they cannot be seen unless authority is given by the Jailer or his Chief Deputy.

25. No filthy or diseased prisoner shall be placed in a cell with a clean one.

26. An officer detailed on night duty, who is granted a night off, must at 6 o'clock in the afternoon telephone to the office to ascertain if his services are required.

27. Visitors admitted Sunday from 10 a. m. until noon. Chapel services will be conducted Sunday afternoon, beginning at 1:15 o'clock. Every prisoner is urged to attend and is expected to be respectful throughout the exercises.

28. Every rule, insofar as is practicable, applies to the Matron, Assistant Matron and female prisoners, and any dereliction or violation upon their part will call for the discipline applying in the cases of the male officers and inmates.

29. The Jailer may regulate the amount of money any prisoner may have in his possession. In the event such prisoner has any sum over $2.00 it must be deposited in the office of the jail to the credit of the prisoner.

30. All prisoners who are to be released on bond or those whose time expires must be brought to the office in charge of an officer attached to the jail. This for the purpose of identification.

31. An individual under 14 years of age accused of a crime cannot be received in jail even if accompanied by an officer. Such a person must be sent to the Detention Home. Juvenile offenders over 14 and up to 16 years of age, black and white, must be placed in separate wards. Others of the first offenders class, 17 to 21, must be placed in First "A" cell-house.

32. The walls must not be defaced. In short, be as careful of the institution and its equipment as you would your own home.

33. Inmates must not unnecessarily waste water in the cells and bath rooms. Guards must see that this rule is observed.

34. The Jailer is empowered to avail himself of the services of any prisoner in the varied tasks to be performed in the institution. Refusal to work calls for discipline. When an individual is committed to jail he "belongs" exclusively to the Jailer.

35. Inmates must not address visitors in the jail unless first spoken to. Then they must be respectful. No prisoner is permitted to beg in jail.

36. These rules will be enforced. Violation means, for a prisoner, strict discipline, and for an officer, suspension or dismissal. Influence, personal or political, will not retard the Jailer from a duty, the performance of which

will work for the ultimate advancement of the conditions of the prisoner or the administration of the jail.

MEDICAL DEPARTMENT.

1. The Jail Physician or his assistant must visit the tiers twice daily and oftener if necessary. Alcoholic victims, those prisoners under mental observation and those prisoners who for any reason may be regarded as "suspicious cases," within the meaning of medical inquiry, must be accorded every attention. At midnight or before retiring the physician must visit the C. and D. receiving tiers and also the hospital and see if any prisoner requires attention.

2. The jail is equipped with a modern drug store.

3. The jail hospital is available at any moment for prisoners who are ill.

MAIL.

Prisoners' mail incoming will be delivered by an official from the jail office. The same official will collect twice daily from the tiers all outgoing mail. Letters must be unsealed. Prisoners must not make use of objectionable matter in any letter. Any attempt to smuggle mail out of the jail will cause infliction of punishment.

Regarding the right of prisoners to receive mail, it has been held by the Post Office Department:

"That the State or Municipal Government may deprive him (a citizen) of life, liberty or property. Among other things of which it may deprive him is of using the mails for any purpose. Among other classes of property of which it may deprive him is his property in letters addressed to him. It need not, of course, be said that all of this must be done by due process of law. The Municipal authority may prescribe, among other rules for his confinement, that he shall receive no sealed communication from persons outside of the prison, and may direct that no postal officer or other person be allowed to deliver to him any communication. All this the local authorities may do as a means of enforcing local law. The local authorities may so guard the prisoner as to prevent him receiving mail matter addressed to him."

Prisoners who falsify in letters for any purpose whatever will be denied the privilege of receiving or sending out mail. Prisoners who seek to smuggle notes to each other in jail will be subject to discipline.

UNITED STATES PRISONERS.

1. Those who desire to see a Federal prisoner must first secure from the United States Marshal permission to do so. These orders must be secured to apply to the visiting days—Tuesday, for colored people; Friday, for white persons.

2. Federal prisoners are required to obey the rules and regulations of the jail just as applies to other prisoners. The Jailer has the right to assign them tasks.

3. Federal prisoners must be kept in specified tiers, not assigned indiscriminately.

SCHOOL.

Inmates, male or female, who comply with the rules laid down by the Jailer may avail themselves of the jail's school. Books are at the disposal of the prisoners. Instruction will be given in the various grades. Those persons diligently applying themselves are certain to acquire helpful knowledge.

LIBRARY BOOKS.

Books from the Louisville Free Public Library are at the disposal of the inmates of this jail. They are distributed weekly. Those prisoners who accept them must handle them with care and appreciation. Defacement of any part of any book means the infliction of punishment and prosecution. The law applying to the theft of library books or their ill-treatment is as follows:

"Any person who shall willfully cut or tear out any book, newspaper, periodical or any literary work or production whatever, any leaf, picture, painting or engraving, or in any other manner mutilate, destroy or injure any such book, newspaper, periodical or any other literary work or production whatever, kept in any public library, legislative hall, clerk's office, court room, sheriff's, judge's or county treasurer's office, shall be fined not less than twenty nor more than one hundred dollars."—Kentucky Statutes, Carroll, 1909, Section 1264.

The same applies to the Bible in every cell and room in the jail. These Bibles were presented by the Young People's Societies of the Churches of Louisville.

PENALTIES.

Section 1235. ESCAPE FROM JAIL—If any person confined in jail on conviction of a felony shall escape therefrom, he shall for such escape be confined in the penitentiary one year.

Section 1237. VOLUNTARILY SUFFERING PRISONER TO ESCAPE—If a Jailer or other officer, or a guard, voluntarily suffer a prisoner in his charge or custody, convicted of or charged with a felony, to escape, he shall be confined in the penitentiary not less than one nor more than five years.

Section 1239. AIDING PRISONER TO ESCAPE FROM CUSTODY—When a person is lawfully detained as a prisoner in any jail, or in custody, if any person shall convey anything into the jail or county prison, with intent to facilitate the prisoner's escape therefrom, or shall aid him in any way to escape, or in the attempt to escape, from such jail or custody, or shall forcibly rescue, or attempt to rescue him therefrom, if such rescue or escape be effected, he shall, if the prisoner was detained on a conviction or on a charge of felony, be confined in the penitentiary not less than one nor more than five years.

Section 1338. PERSON IN LAWFUL CUSTODY ESCAPING—If a prisoner confined on a sentence of imprisonment, or to be whipped, or under a capias, escapes jail, or if a person lawfully arrested upon a charge for a violation of the criminal or penal laws forcibly or by bribery effects his escape from the officer or guard, he shall be confined in jail not less than six nor more than twelve months.

Section 1339. OFFICER OR GUARD SUFFERING ESCAPE OR REFUSING TO TAKE ACCUSED IN CUSTODY—If any Jailer, officer or guard negligently suffer or permit a person convicted of, or charged with, a public offense to escape, or willfully refuse to receive any person lawfully ordered into his custody, he shall be fined not less than one hundred nor more than five hundred dollars, or confined in the county jail not less than one nor more than six months, or both.

Section 1357. AIDING PERSON IN JAIL OR IN CUSTODY IN EFFORT TO ESCAPE—When a prisoner charged with a felony is lawfully detained in any jail or in custody, any person who shall in any way aid or assist him to escape, if the escape is not effected; or if the person detained is charged with a misdemeanor, whether the escape be effected or not, the person so aiding or assisting shall be fined not less than one hundred nor more than five hundred dollars.

Section 2749. AIDING ESCAPE FROM PENAL INSTITUTIONS—HARBORING OR CONCEALING—PENALTY—Any person who shall aid, assist or abet any male or female to escape from the House of Reform, the City Workhouse or any other penal institution, or shall harbor or conceal such persons, knowing them to have escaped, shall, upon conviction, be fined not less than one hundred dollars, or be confined in the county jail not less than thirty days, or both, at the discretion of the jury.

CHAPTER IV.

WHO "GETS IN JAIL."

It is a very interesting hour that one spends watching and interviewing those who pass the portals of this institution, which has not only a large local patronage, but it is so located that the "birds of passage" that go from Eastern cities of Boston, Buffalo, Pittsburgh and Cincinnati along the Ohio to the West and from the West back to East make this a stopping-over place. Also those "birds" who migrate from Chicago and Northern cities to the South in winter pay us a visit, and again in the spring when they go from New Orleans, Atlanta and other cities to Northern points. It is interesting to note the different individuals by the terminology which is used by them in their world. A very large majority of people are here because of drink, known as "jimmies," when they have delirium tremens. There is the dope fiend, who smokes opium; "the hop," who takes morphine by means of the needle. There is the class of persons who commit theft in one form or another. In this class the petty larceny man is most numerous. The burglar, "yeggman" or safeblower, the "second-story man," who climbs porches to steal; the hold-up man, known in underworld parlance as the "stick-up" man; the nitroglycerin man; the "boxcar jockey," who rides and robs freight cars, and the chicken thief all make their way to this place finally.

There is another individual known as the "pimp," a man who is generally supported by a prostitute.

A characteristic list of these fellows will give an idea of the range of their crimes. The green goods man—one who sells worthless securities to farmers and swindles poor people. The beef stew slinger --a very bad soloist. The flying jib—a talkative drunk. The Willie boy—an effeminate man, submerged manhood. The cheap thief—one who steals from church poor-boxes. The moll-buzzer—the thief who steals only from women. The gun moll—a woman thief. The swell booster—the successful female shoplifter. The capper—the go-between for gamblers and street fakirs. The musser—a fighter, a bully. The shark hunter—a thief on the lookout for a drunken man.

The nicknames of these fellows are very characteristic and lead to the suggestion that their thought goes back to the realm of barbarism. Men known by such names as "Red Bug," "Pig Ankle," "Afraid - to - Go - Home - in - the - Dark," "Rag Around the Neck," "Heavy Head," "Gold Tooth," "Honest John," "Honey in the Rock," "Ground Hog" have been in custody from time to time. The above names are used altogether by the "colored contingent." There is another interesting class of jail names here generally characteristic of those who have been convicted of some form of theft. They are "Tinhouse Shorty," "Big Bill Dooley," "June Apple," "Feed My Dog," "Funk House" (Bad Odor), "Bear," "Buffalo," "Black Strap," "Cush Eye," "Topsy," "Sham," "Hoop-in-Poop," "Wap," "Mexican Joe," "Dog Face," "Monk," "Yellow Sal,"

"Toronto Jimmy," "My Pal," "Slocum," "Hobby Dick," "Hop," "Frog," "Bruiser."

Of course we have the murderer, the homicide, and occasionally for a day or so a crazy person until the legal steps can be taken to lodge them in the asylum at Lakeland.

There is always present the forger. Sometimes a wife-beater is lodged here. Occasionally a person is sent here for contempt of court. In fact, persons held for every crime under the law are lodged here, and we may say that some of the shrewdest criminals known to the criminal world have been landed by Louisville detectives and police.

The unsuspecting public little dreams of the artful plans which a part of the world is continually "putting up" on it. Just as in the days of old, when Cataline "marked off" for slaughter certain men in Rome, so today there are artful "conspirators" studying every crowd that has continuous gatherings, checking off such "easy marks" as make display of money or jewelry. One of our "school boys" belongs to this class of criminal. His home was in Chicago and he belongs to the gang which has its attorney and money in bank ready at any time to give aid to a member who is so "unfortunate" as to be caught. In an intercepted letter he had told to a Chicago partner how he had "boosted a leather" and was planning other things in the crowd that attended the armory the week before our soldier boys were sent to the Mexican border last spring. He had come to Kentucky to commit certain types of crime which the detective system had not yet learned to handle and because it was calculated that he could afford to take the punishment if caught and still be ahead of the game.

No persons under fourteen years of age are allowed to be "put in jail;" such persons must be sent to the Board of Children's Guardians. This is a State law.

The County of Jefferson has about 300,000 population, and of this population 7,500 land in jail every year, which means one out of each forty. Of course this is reduced by the fact that some persons get into jail more than once and by the fact 25% of the 7,500 are out-of-town "guests." These last figures may, however, be balanced by the probability that as many of our people are from time to time "guests" in other institutions of a like character over the world.

Race and nationality also show themselves very plainly. About 65% of all persons here are negroes. One Japanese has served a sentence recently. In the matter of nationality it is difficult to come to any conclusion. Of course nearly all are American-born, because Kentucky's population is practically the purest American blood, there being comparatively few foreign-born persons residing in the State. But the joke is on the Irish, because more than 50% give Irish names. But this is not so bad on "us," because 90% of the names are assumed.

From the various trades and professions we judge that no occupation, not even the ministry, is immune from crime. Every physical type and every "broken physical type" may be seen to arrive within twenty-four hours.

It is difficult to make calculations as to which is most numerous. They range all the way from the hardest looking "rough-neck" to the

most genteel-looking cultured person to be seen in any drawing-room or fashionable club of our cultured city. And this is true not only of men but of women.

We can say the same of mental types, but for the purposes of school we attempt to classify them into three divisions:

In Class "C" we place all those who cannot read and write, and the work for them ranges from the first to the fourth grade of the common branches. There may have been reasons other than lack of mental ability for this "retardation;" indeed this is nearly always the case.

In Class "B" we place all those who have had a common school education or can read the papers, any book, or have had a business or a trade.

In Class "A" we place the person who has had a high school or college education or who shows by his conversation and work to have an acquired ability along some special line.

Criminologists, anthropologists and social workers have written a great deal about the *Cause of Crime*, and these causes have taken a wide range. One well-known writer says that the causes of crime all come under three words—*heredity, environment* and *wickedness*. If heredity is a cause of crime, we are a long way from the solution of the problem, because we cannot change the laws of nature, nor can we stop them to an effective degree by sterilization. However, some wonderful things have been done in this line by surgery, but the problem is so great that the remedy must be sought in methods which can have a universal application.

Environment certainly does have a great deal to do with crime, yet from investigations which were world-wide in their reach it was found that out of every one hundred (100) persons taken from the worst environment of many of the largest cities of the world that sixty (60) never got into any trouble, five (5) committed suicide, five (5) went crazy, five (5) became paupers, and twenty-five (25) got into trouble and were brought into court.

Society should always be on the alert to eliminate bad homes, bad neighborhoods, bad associates, bad laws and poverty, but, like the "poor," we will "always have these with us," and we must seek to find a solution more immediately effective. As to wickedness, we assume this to be a state of mind, and therefore the mind is the proper element upon which to work.

Some European anthropologists say that a man commits crime because he is of a certain physical type, but we have seen every day ten persons on the street of that same physical type who have not committed crime to each one we see in jail.

Some think that climate has much to do with crime, and indeed we notice that arrests are much more numerous on hot nights, but we will always have to contend with hot nights, and therefore the solution of crime cannot come by working on the weather.

Considered from every standpoint, it seems that the most tangible place to begin to alleviate crime is through its mental phases. In a jail especially can the most effective results be reached by placing the unfortunates in as near a normal mental attitude as possible.

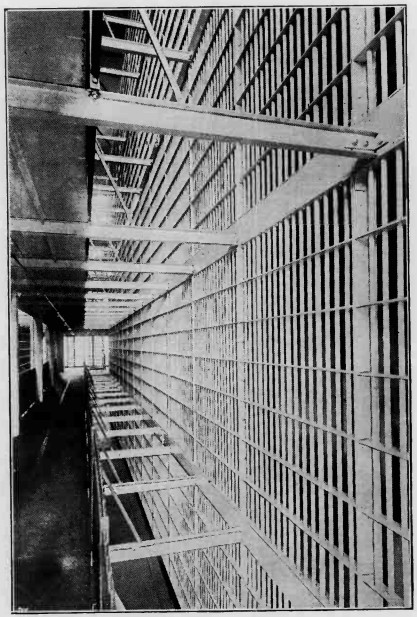
CHAPTER V.

THE JAIL LIFE.

When the turnkey closes the door behind the prisoner he is then in the custody of the Jailer. Until that time the responsibility for the prisoner rests with the officer who brings him to the jail. After being slated and searched the prisoner is passed into the cellroom, where he is at once conducted by the guard to the receiving tier. The "tier boss" then informs the newcomer that he is assigned for the night to a certain cell and that his first duties are to take a bath and clean up generally. If the prisoner is inclined to think that he is not in need of a bath he is at once shown that this is imperative, and in many instances has to be forcibly put into the bath. Many are not in condition, because of drunkenness, to take care of themselves, and are therefore bathed by the tier boss and his assistant. The Jailer's belief is that "cleanliness is the first step upwards," and always and positively insists that the rule of cleanliness be carried out thoroughly. Each morning at 8 o'clock the jail physician makes an examination of every person brought in the day before. If there is a tubercular patient he is sent to the tubercular ward. If there is a person with a venereal disease he is at once isolated by being put into the ward for that class of prisoners. Persons whose condition suggests contagious disease of any kind are also isolated. The Jailer insists on the regularity of the life of the prisoner. It's quite noticeable the person who gets into jail is a person of unsettled habits. The second step upward is the beginning of regular habits by rising at 5 a. m. Each person must first clean up his cell, wash himself and prepare for breakfast by 6:15 a. m. Luncheon is served at 12 m. and dinner at 4:30 p. m.

During the day the prisoner has the freedom of the walk, and at 5 p. m. he must retire to his cell, which is then locked. At 9:30 p. m. all lights in the cell are put out and no noise of any kind is permitted, not even talking among prisoners.

The prisoner must therefore sleep or remain quiet at least seven and one-half hours, and may sleep eleven hours if he so desires. Many interesting stories are told by prisoners of how their nights are spent. One fellow says that every night he is awakened by the feeling that something is after him and he is startled until he realizes where he is and becomes fully awake. Then he lies awake for hours "thinking" over things. Perhaps he reflects over a dark past. He may measure his mistakes, his failures, his successes. One prisoner says that he thinks there are about two ideas that fill the minds of most prisoners, especially if their time is nearly up. These are the first meal when he is out of jail; the other is the satisfaction of sexual desires. Another fellow whose physical appearance causes one to believe that he has come from a family where a shrewd intellect was an inherited quality sits in his cell and coldly and deliberately plans what he means to do to catch the next victim when he has served his time. Sometimes he goes back over his criminal acts and points out



The tiers taken from second balcony.

to himself where he made mistakes and figures out how much more he would have gotten had he done the job otherwise.

There are few persons who can match wits with these fellows, not even the shrewdest detective. They know the law; they know all the ways of the law, because they belong to the class, the organization, the fraternity of the systematic criminal world.

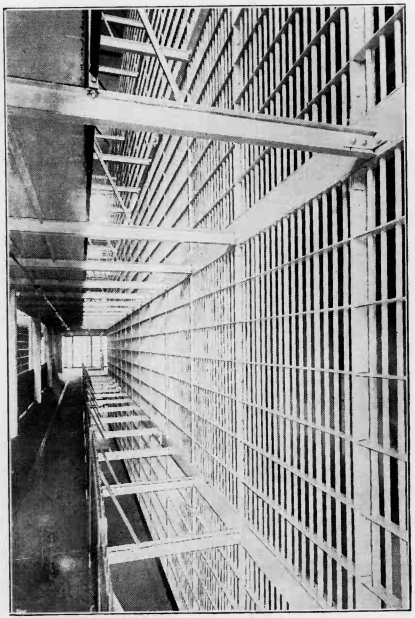
It is a fact that the inmate spends his time not in a normal state of mind, but in that abnormal state which leads to his incarceration or to making plans for future operations. I do not mean to say that no one of them becomes sorry for what he has done. I think many of them do. I think the jail offers the opportunity for that psychological reaction which nearly always comes after a fit of anger or an act of evil. I believe in the religion of repentance, but I am sure that it is a natural psychological process which the criminologist must recognize in the future just as the minister used it in the past, but understood it less.

It is in this phase of the jail life that the problem is most perplexing. After the inmate has cleaned himself up for the day, what else is there for him to do but weigh time which "hangs over his head." It has been thought that the man in jail could not be employed, that he could only be detained. Yet without any money for shops or schools Mr. Foster has gone far in the solution of this problem. And, taking into account the condition of jails in general and the lack of willingness on the part of the public the nation over to better jails, we certainly think that this beginning is the wisest one; that the redemption of the fellow who "has stepped out of line" with the march of right living is a question of psychology, and that "school is what will pull him back."

CHAPTER VI.

THE RIGHTS OF THE PRISONER.

We generally think of rights in legal terminology. When we search the Constitution of the United States, the Constitution of our State, the laws of our State we find no law respecting the "rights" of a prisoner. We find the rights of the accused "sufficiently guarded," but certainly it cannot be said that a man as a prisoner has no rights. Yet the law gives no recognition. We take it that whatever Nature creates and makes necessary for one's natural and normal existence is his right. For instance, Nature gave us life, which is therefore our right until by Nature it is taken or we have by our actions become such a danger to society that we have forfeited our life. Nature made it necessary for one to eat in order that one may live. It is therefore one's right to have enough food to sustain life. But yet there is nothing specific in the law that guarantees the right to food to the prisoner. In fact, the theory of the law is that when a person is taken charge of by the officer of the law he has no rights as a prisoner which are recognized in the Constitution or Statutes of the Nation or State.



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Yet there are some natural rights which a prisoner must have protected to him. The prisoner's right to continue to hold the title to his property is perhaps recognized by the statute which allows the court to appoint a curator for his property. But if he brings property to the jail he cannot retain possession of it, and should not, because it might be used to effect his escape. The right of man to have his body in as good shape physically when he comes out of jail as it was when he came in ought to be protected to him. First, because no man can fill a place well who is not in good physical condition, and, second, because of society, upon which he will again be thrown either as a beggar or as a criminal a second time. Society, then, to protect itself ought to make proper guarantee of the right to physical soundness. In the same way the prisoner has the right to have his body free from contagious diseases. In this jail due precaution is taken by examination and isolation of every person in any way suspected of venereal or other contagious diseases.

The right to think cannot be denied anyone, and the right to improve one's mind ought not to be denied to anyone, even though he be a prisoner. And this right Mr. Foster has sought to give every guarantee of in the way of a school, of reading, and of conversation with fellow prisoners. Yet if he thought a prisoner was improving or rather corrupting his mind by learning more about crime, he would at once take steps to stop such.

It cannot be said that a prisoner has any social rights. It is of course inferred that the right of the accused to counsel implies the right of a prisoner to see his attorney, but further than that anything in the nature of social right become privileges granted by the Jailer. The nature of the situation demands that this power be given to the Jailer. If a person were allowed visitors without restriction, implements of self-destruction and tools for jail-breaking could be carried into the jail and thus the whole purpose of the law defeated. The same principle holds good in the matter of the correspondence of the prisoner. Outside friends think it a hardship that all mail must be censored, yet very highly respected people have sought to break the rules of the Jailer by sending drugs to prisoners through the mails.

One might think that a prisoner has the right to have bundles or baskets of food sent in, but in one basket of food was found a full set of saws for sawing the hardest steel. Nearly every device known to criminal genius is used to furnish opium, morphine and cocaine to prisoners. Many times these things will be found in oranges, bananas or even candy. It is, therefore, quite a question as to whether the Jailer ought to grant even the privilege of an outside meal.

When a person goes through the jail he naturally wants to see the most notorious of the prisoners. Here we are constrained to think that the prisoner has a right to withdraw from the gaze of the onlooker. The prisoner certainly has the right not to be questioned by visitors, yet the first thing many visitors do is to seek to question prisoners about "what they are in here for." It seems that in the nature of things the prisoner ought to have some protection, but then we must also remember that society's greatest duty is to protect itself, and that each individual in society can best do that by knowing the injurious agents which would seek to destroy it. In this light it is the right of the public to "gaze on" the prisoner.

It has been said that a man's house is his castle, but a prisoner's cell is not his castle. This must be open to search by the guards of the jail so that any dangerous tool may be taken and that proper sanitary conditions maintain.

It may be well to say that the prisoner will not agree with all that we have said about his rights. Yet many of the best prisoners will recognize everything we have said as just. It is generally noticed that the fellow whose actions are most unworthy is the fellow who imagines he is being abused. But the great majority, the State, society has the first consideration, and from this standpoint the rights of the prisoner must be surveyed.

CHAPTER VII.

THE HISTORY OF THE FOSTER SCHOOL.

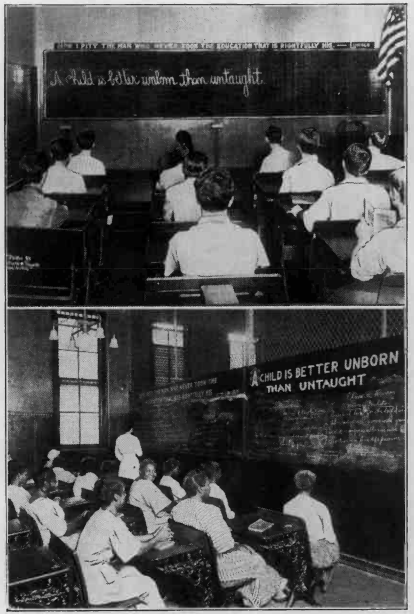
The story of the origin of the idea of the school is an interesting one and shows in a most natural way how real institutions for the good of man originate. I asked Mr. Foster to tell me how the idea of school in jail came to him, and I am telling it, as nearly as I can, as he told it to me:

"Soon after I became Jailer I began to think about what caused people to be in jail. I noticed that most of the prisoners had the minds of children. There was a boy in jail who had come from the mountains with his people and who, soon after he had been a resident here, had gotten into a fight, during which he killed another boy with a stick and in course of time was given two years in jail. "H. J.," we will call him, was soon made a 'tier boss.' In a few days a man was put on 'H. J.'s' tier who had been a highwayman, a train robber, had held up a woman with a baby and taken $30, had gone West, was brought back and was being held for trial. He tried to commit suicide. He conceived the idea of insanity; he began by giving imitations of scenes on the sinking Titanic. He would spend his time in running an imaginary engine and in reproducing the cries of the drowning victims. At times he would vary this by making sounds like a locomotive. 'H. J.' was instructed to watch the shamming prisoner, who refused to partake of food. The prisoner became so boisterous and apparently desperate that it was deemed advisable to strap him to a cot. The belief meanwhile grew in the mind of the Jailer that the maniac was entirely rational. This belief was subsequently justified when the jail physician inserted into the arm of the prisoner, using a hypodermic, pure water, the prisoner pretending to believe that an effort was being made to kill him. The prisoner had pretended that he was starving, but when he was placed on the scales it was found that he had been taking on weight. Then it was that 'H. J.' confessed that he had been saving food for his fellow-prisoner and

secretly feeding him. He pleaded ignorance and said that he did not know the difference between right and wrong; citing that he could neither read nor write. The Jailer remarked to him that he would undertake to teach him the difference between right and wrong through the medium of education. Thus the jail school came into existence, and 'H. J.' did learn to read and write."

The first year of the school was carried on in the boys' ward. A man who had been an insurance agent of some ability as well as a "preacher" was put in charge, given some common school text-books, and each boy that landed in jail was given a review of the common branches. It was at this time that I made a visit to the jail and was so impressed with the extraordinary qualities of Jailer Foster that I asked the privilege of assisting him in whatever way I could. Upon my return to work in September of the next year I offered to give a course of lectures in civics to the boys in jail. During this second year of school I came to the jail twice each week, giving each time a lecture on some phase of civics. At the same time I was studying the jail problem and catching the spirit of Mr. Foster. During the summer of 1915 Mr. Foster had decided that the school should be expanded, and accordingly fitted up two schoolrooms, one for men and one for women. In September it seemed that Supt. Holland, of the city schools, meant to take an interest, and accordingly had appointed two young men, principals of ward schools, to take charge of the school. After due consideration Mr. Foster decided that a jail school was a particular proposition within itself and called for a person perhaps somewhat different from the regular stereotyped teacher to direct it. A few days later he remarked to me that if I would stay by him we would work the problem out ourselves. And a jail school is a peculiar proposition in many ways, yet I see no reason why it is different from what I think a regular day school should be. I am trying to measure our jail school by standards set forth in Dr. Dewey's book, "Schools of Tomorrow," and I believe that eventually we will come nearer the realization of the true school than the present-day schools because we have "no tradition to bind us" and we have no "system to defend."

Since September, 1915, the jail school has developed beyond our expectations. We have gone from one little thing to another until in July, 1916, there have been taught within the walls of the Jefferson County Jail twenty-four different subjects by twenty-five teachers. More than one hundred and fifty persons have learned, at least something, about one or more of these subjects. The school was started with a class of about twenty men in review of the common branches which has been continued throughout the year. Some time in October some of the colored girls asked if they could not have school. This was a "new one" for me. By the help, however, of the matrons, this department was soon a realization, and one of the best teachers I have known (a little one-eyed negro woman) was found, and we soon concluded, on the basis of what we saw her do, that the inmates themselves should do the teaching.

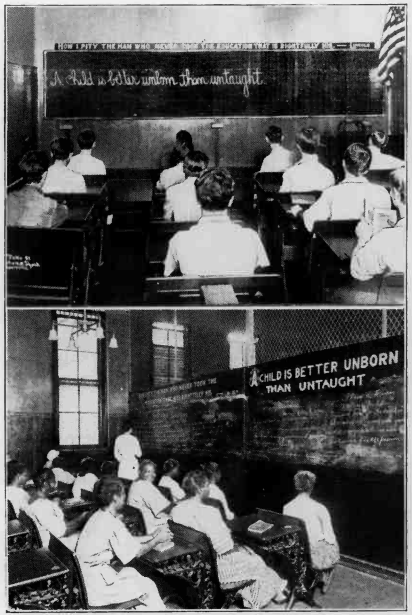


Upper Cut School for Men. Lower Cut School for Women.

secretly feeding him. He pleaded ignorance and said that he did not know the difference between right and wrong; citing that he could neither read nor write. The Jailer remarked to him that he would undertake to teach him the difference between right and wrong through the medium of education. Thus the jail school came into existence, and 'H. J.' did learn to read and write."

The first year of the school was carried on in the boys' ward. A man who had been an insurance agent of some ability as well as a "preacher" was put in charge, given some common school text-books, and each boy that landed in jail was given a review of the common branches. It was at this time that I made a visit to the jail and was so impressed with the extraordinary qualities of Jailer Foster that I asked the privilege of assisting him in whatever way I could. Upon my return to work in September of the next year I offered to give a course of lectures in civics to the boys in jail. During this second year of school I came to the jail twice each week, giving each time a lecture on some phase of civics. At the same time I was studying the jail problem and catching the spirit of Mr. Foster. During the summer of 1915 Mr. Foster had decided that the school should be expanded, and accordingly fitted up two schoolrooms, one for men and one for women. In September it seemed that Supt. Holland, of the city schools, meant to take an interest, and accordingly had appointed two young men, principals of ward schools, to take charge of the school. After due consideration Mr. Foster decided that a jail school was a particular proposition within itself and called for a person perhaps somewhat different from the regular stereotyped teacher to direct it. A few days later he remarked to me that if I would stay by him we would work the problem out ourselves. And a jail school is a peculiar proposition in many ways, yet I see no reason why it is different from what I think a regular day school should be. I am trying to measure our jail school by standards set forth in Dr. Dewey's book, "Schools of Tomorrow," and I believe that eventually we will come nearer the realization of the true school than the present-day schools because we have "no tradition to bind us" and we have no "system to defend."

Since September, 1915, the jail school has developed beyond our expectations. We have gone from one little thing to another until in July, 1916, there have been taught within the walls of the Jefferson County Jail twenty-four different subjects by twenty-five teachers. More than one hundred and fifty persons have learned, at least something, about one or more of these subjects. The school was started with a class of about twenty men in review of the common branches which has been continued throughout the year. Some time in October some of the colored girls asked if they could not have school. This was a "new one" for me. By the help, however, of the matrons, this department was soon a realization, and one of the best teachers I have known (a little one-eyed negro woman) was found, and we soon concluded, on the basis of what we saw her do, that the inmates themselves should do the teaching.



Upper Cut School for Men. Lower Cut School for Women.

It was some time in November that I asked the boys to write me their impressions of the effort we had made toward a school. I suggested that they might take the matter up in an historical way and that they agree on a name for the school. One of them suggested that the name should be THE FOSTER SCHOOL, and immediately everyone agreed that that was "just the name." And there are two reasons for the name: first, the honor is due the Jailer, Mr. Charles C. Foster, as the founder and best friend under whose authority it exists, and, second, it is an institution that the public should "foster."

THE HIGH SCHOOL DEPARTMENT.

One day in February last while in conversation with Mr. Foster on general topics he suggested to me that I might see what I could do with a certain boy who happened to be here. I looked him over and thought it would be well to allow the young man to think things over for awhile. Finally one day I asked him how he would like to go to high school. He said, "I certainly would like that." In a few days we planned to have five of the strong, manly boys from the Boys' High School come, one each day, to the boys' ward and teach him the same subjects taught in the Boys' High School in as near the same way as possible. These boys continued to do this until commencement week, when each one went to work, and of course had to resign from the "faculty of the Foster School." The boys of the "faculty" have been greatly pleased to do this work, but a greater thing has been done by this, and that is "we have found the way to help the unfortunate boy who has made the mistake which brought him here."

In June it was thought fitting and proper that some mention might be made in a public way of what had been done in the Foster School, and accordingly the First Commencement of the Foster School was held in the chapel of the jail.

And we hope that it was not only the commencement of greater work for the unfortunate of Louisville, but for all those everywhere who have a "short term in jail."

CHAPTER VIII.

GENERAL PRINCIPLES OF THE FOSTER SCHOOL.

There is a prominent educator who in all appearances in public has made only one speech, and that is, in substance, "The great educational machine which I have created puts through its parts every year 25,000 pupils, giving all of them the same course of treatment, thus making them absolutely democratic."

No mistake in education is greater than this, and nothing is more undemocratic than to put every child through the same course of study, no matter what his inheritance, his past or his future prospects may be. No two persons in this world are equal or alike. And, therefore, no two people will learn the same thing in the same way. Recent experiments in education show that the curriculum which allows the largest freedom of development is most nearly the ideal school. The

Foster School follows the idea of "individualization;" that is, that every person must be dealt with according to his individuality and his needs at the present time. This is best explained by illustration. "Will B." was given a thirty-day sentence. On the next day after he came from court he was asked if he wanted to go to school, and he replied, "What's the use? I can't read." He was a driver for one of the coal dealers. He could neither read nor write, and when he had loaded his wagon he was told to go to a certain neighborhood and stop his mules and take his coal bill and go to a house, ring the bell and ask the person answering the bell to read the bill and tell him where to go. He had thus taken his employer's time, his own time and the time of some housekeeper, all because he could not read. We saw at once that in his case he should be taught to read the street signs and then to sign his name and fill out everything that was required in a bill when delivering coal. He was taught not only this, but he was taught to figure the cost of different amounts of coal. He also learned to figure his wages. This was quite a valuable lot of "education" for a colored coal driver to learn in less than thirty days. Thus every person is a problem different from every other person, and the effort is made to teach the pupil what is most useful to him, taking into consideration the amount of time and his ability for mental advancement.

A second principle upon which most of the work of The Foster School is based is that of *clear thinking.* As has been said before, the trouble of the "jail pupils" has been more mental than physical. They are found to have no logical ways of thinking. They always "jump at conclusions." If they are set to do a piece of work they begin at the middle. A lesson in writing and domestic science will illustrate the method which one of our teachers, an inmate, used in leading a class into clear thinking. This was a class of about seven negro women, some of whom were beginning to write, others could write well, but knew little about the subject at hand. A visitor on this particular day was asked to suggest a subject. The subject suggested was "How to Clean a Room." The teacher then asked what would be the first thing to do. Each pupil had a suggestion. One said she would remove all ornaments; another said she would take the chairs out of the room first; another said she would dust the carpet first, and so on. They were made to go slow and work out the "directions" just as they should be done by the most diligent housekeeper. Below is a copy of the directions as worked out by the class:

December 9, 1915.

HOW TO CLEAN A ROOM.

By Josie Mudd.

Take ornaments down and wash, place on bed and cover up. Dust and remove chairs. Remove rugs, open windows, then sweep. Wipe woodwork, including mantelpiece and tiling. Dust and replace chairs, rugs and ornaments.

CORRECTIONS.

(Don't you think you would replace the rug before the chairs?)

G. T. R.

In every class the teacher is cautioned to go slowly and to be sure that things are thought out logically and clearly. All work in what is usually called English is put on the basis of clear thinking. It is now becoming the practice of the best English teachers to put the emphasis upon logical thinking rather than upon the technique of the language.

The third idea is that of small classes and "pupils" helping one another. The smaller the class the nearer to each pupil the teacher can come, closer supervision of work can be given. If the teacher is a good one the personal contact is a great benefit to the pupils. On this same principle helping one another is also encouraged. If there is a fellow who wants to learn to do a certain thing, some fellow who knows the subject takes him in hand and teaches him until the subject is mastered. This is good for both, because many times a teacher learns as much in teaching as he does in "going to school."

The professional school man in visiting The Foster School will in all probability give as his first criticism that there is no "organization" in the school. It is the intention of The Foster School to have as *little organization as possible*. In the first place we believe that the great French writer on criminology, H. Tardé, has in his book, "Penal Philosophy," given, nearer than any other writer, the last word on the subject. We quote from the author's foreword of the above book: "In the history of philosophy we may distinguish two kinds of thinkers. There is one kind who choose their direction and march methodically toward their objective point, constructing step by step an intentional and premeditated synthesis. The other kind go, without apparent method, where their fancy leads them, but their spirit accords so well with the unity of things that all their ideas are naturally consistent. Their reflections, on whatever subject and by whatever way they set out, arrange themselves in order by always returning to the same point. Their intuitions, which are not systematic, organize themselves into a system. They are philosophers without having sought to be such, without having thought of being. To the latter kind belonged Gabriel Tardé. That which strikes one at first in him is the unexpected fancy which multiplies the new viewpoints, the original and brilliant ideas. But soon the unity and depth of the theory reveal themselves. One grand conception underlies the whole construction and imparts to it its direction."

Without apparent organization the work of The Foster School goes on. When we attempt to summarize we find so many things being done we hesitate to list them because a skeptical public will accuse us of the motive of self-advertisement or as doing the work in order that political preferment may accrue to ourselves. However, we are satisfied that one great incumbrance of the American school is its historical system, and that the school of tomorrow will be the one that will do the common-sense thing for the pupil of tomorrow.

CHAPTER IX.

THE WOMEN'S DEPARTMENT OF THE FOSTER SCHOOL.

The rules covering the general case and conduct of women in the jail will be found in Chapter II. We here address ourselves to the educational feature. The women's part of the chapel is used as a schoolroom for women. As has been heretofore stated, it is the rule to give each pupil whatever her state of education seems to require. It is difficult to have everyone take the same course because no two have the same qualifications or have reached the same stage of advancement. It is possible to have them all working in the same room, however, and under the same teachers at the same time.

There are seldom more than three white women in jail at once, and generally they like to assist in the teaching, so that it has not been at all embarrassing to anyone to have the colored and white women together in school. They, however, occupy different parts of the room and have their own work to do. There have never been more than fifteen in all at one time in the school for women, and as yet we have encountered no obstacle in this department.

For those who cannot read or write we have found the material sent out by Mrs. Cora Wilson Stewart, founder of the Moonlight School, of great help. By means of the "tracing system" the pupil learns the forms of letters and how to put them together in words. We have found, however, that copy books are of great assistance. In the early days of the women's school there was a pupil, afterwards a teacher, who could write very well, and her handwriting was taught to the first pupils and has been "handed down" from class to class.

As has been told in our statement of the general principles of The Foster School, special stress is put upon the creation of the power to think logically. Believing that the "trouble" has been mainly with the thinking faculties, every attempt of the school must embrace the attempt to think rationally. This is thoroughly impressed upon every teacher. When any pupil makes a mistake or does not know what to do they are told to "stop," "go slow," "think it out," "what comes first."

It is difficult to arrange a curriculum for a whole year for this department. First, because there are very few who would be here that long. Second, the teacher's ability to give a course must be considered, and every teacher has a line in which she can best work, so we do not plan our course that far ahead. I here append the work for July, 1916:

SUMMER TERM, JULY 1—WOMEN'S DEPARTMENT.

The school will be carried on daily. The hours will be arranged by the Matron, Assistant Matron and teachers as best suits their convenience. The time will be divided between sewing and study, as the matrons and teachers think best. The matrons and teachers have authority to assign any task or call anyone to assist in the work of the school.

Lesson I.—Write a complete statement about your life; when and where born, where and how long you went to school, what you studied, what you did when you went to school, when and where you have worked.

Lesson II.—The greatest event in my life. When? Where? What surroundings? Why? How? How great? Results.

Lesson III.—Write a letter to Mrs. O'Daniel or Mrs. Gazzalo, pretending that it is one year after you leave here. Put yourself in a good position and tell her if you are happy and doing well in your work.

Lesson IV.—Letters to members of your family.

Lessons V., VI., VII.—Recipe or directions for cooking different articles of food.

Lesson VIII.—Directions for cleaning a room.

Lesson IX.—Figure in addition, subtraction, multiplication, division.

Lesson X.—Figure the cost of a full outfit of clothing..... .....

Lesson XI.—Make out a good menu and figure the cost so as to fit a family of three or four on an income of about $60 per month.

Lesson XII.—Do the same thing in Lesson XI. for three meals per day.

Lesson XIII.—Make out a program for regular daily life when you will have left this place.

Lesson XIV.—Write a long list of mottoes.

Lesson XV.—State fully what and how I should do to get a job.

It will be seen from these lessons that we have tried to cause the "pupil" to think over their life and get back to the first school days. In Lesson II. we think that, by causing the "pupil" to think over "the greatest event in his life," his mind will be taken back to its constructive period and perhaps a longing for those days will be created. They will think things over. They will see themselves as they were in their more palmy days; they will see themselves as they are now. I have seen them go through these psychological stages. In Lesson III. they begin the dream of a better job when "their time is up," and so on through the whole summer course it seems best that some lessons like these would be best for the girls who are here now and because we are fortunate enough to have a conscientious little woman, who though having made a mistake and being held here, to conduct the course as teacher.

The work which we have done in domestic science is in its infancy. People ask us, "What can you do when you have them such a short time?" Any rule cannot be made. But some girls have been taught how to make a dish towel, embroider a hand towel, make and hemstitch a handkerchief.

Some have been taught to patch and darn. If they do not know these things they must learn them. Some girls have been taught to take an old dress which they were wearing when they came and make it over so that they may make a more decent appearance when they go out. Many girls have been taught how to make table mats. This, as is much of their work, is done in the "ward" under the leadership of the "ward boss."

All women are taught to scrub, and some who have never known a thing about washing go out with the knowledge, gained by experience, of "how to do a full washing."

For those who have "some time" more extensive work is planned. The many things which make a home more pleasant or a room more attractive they are taught to make. Those who have more time to "do" must first make for themselves a uniform dress and a full suit, including underwear and other articles for a woman's wardrobe. They are taught to measure, cut out, baste and even run a sewing machine. Of course if a woman is wholly incapable the more difficult things are not required until she is able by a slow process to do them. The class meets in the serving room, and the conversation and order is of the highest class. They are thus shown a "higher side" of life than they had previously known. The Matron or Assistant Matron is in constant attendance, and when occasion requires or opportunity presents they give such advice or instruction as will improve the moral condition of the women. The principal of the school has more than once heard the matrons instruct girls as to behavior in the presence of others.

A very interesting civic lesson was one day witnessed in the making of the flag for The Foster School. The meaning of the stripes was explained and the number of the stars were counted and many things were recalled by those who had heard an address on "The Flag" given in the chapel on July 4 by Mrs. J. A. Leech, a member of the Daughters of the American Revolution.

No one can say that these women are not more efficient as servants or more capable as wives or better as women after they have had these experiences. We hear their resolutions and we receive their heartfelt thanks when they "graduate" and we receive letters when they have gone to work and gotten a start on the upward road, telling us that they are now pulling their share of the load in an honest way, and we are convinced that the lifeline thrown out by The Foster School helped to pull them ashore.

CHAPTER X.

THE HIGH SCHOOL DEPARTMENT.

The law of the State permits the Judge of the Juvenile Court to send boys from fourteen to seventeen years of age to the jail. Under fourteen years they are sent to the Detention Home. Boys that are received at the jail are placed in the Boys' Ward. When these boys come a course is planned which suits their cases, as well as interests them. Most of these boys never went beyond the sixth grade. It is peculiar that the grades seem to have lost the boy at this period. If there are as many as three of these boys of the same grade and have the same time it is our plan to find a teacher for them and have them finish the common branches at the same time, and to begin to get them

interested in some trade which they may follow. For a boy who has completed the grades we arrange for him a High School course. Of course no boy is ever given enough time in which to complete a full High School course. But such subjects are selected for him as will lead him to think that he would like to continue the work when his "time is up." This work is the same as the work of the Boys' High School of this city. The same text-books are used and the same methods of teaching are employed. At the end of each term's work the boy takes the same examination that is given the boys at the Boys' High School, and if the boy enters the Boys' High School afterwards he is to receive credit for his work done in the High School at the jail. Arrangements to this effect have been made with Prof. O. L. Reid, Superintendent of City Schools. The teachers for this department have been selected from the strong, manly pupils of the Boys' High School.

Our idea is to put the boy in the environment which will bring to him again the idea and inspiration which a High School is supposed to bring. Then, in having the boy teachers we have noticed that the work seems to be more effective because it comes as from boy to boy. Besides the "boy faculty" members worked themselves into the "social viewpoint." It is counted quite an honor among the boys of the civics and other classes of the Boys' High School to be invited to teach in The Foster School. These fellows will ere long be citizens and already they have ideas about civic and social questions which would do credit to the most intelligent of our citizens. I am sure the effect upon the boy in jail has been a most profitable one. As he saw the "faculty boys" come and go he longed to be free as they were free. One day not long ago he said to one of them, "When I get out of here I am going to go straight."

In thus correlating The Foster School and the Boys' High School we have followed our belief that all the institutions of a city have a relation to one another. I have had more than one pupil in The Foster School who had been my pupil in the High School. It may be that my civic teaching there did not do what it should have done for those boys. I am sure that the question of crime is one for the schools to know more about, and I have concluded that much of the method in our modern school government is wrong. The idea that some boys have that a teacher is a "natural enemy" is very much akin to the idea that the boys in jail have that a policeman or a judge is a "natural enemy."

We have borrowed much of our system of public school government from European nations, where school systems are instituted for the purpose of making "brave and obedient subjects," not intelligent and law-abiding citizens. If the American democracy is a success—and I believe it is—then our system of school government should find its essentials in the philosophy and methods of American ideals and American government.

CHAPTER XI.

DEPARTMENT FOR COLORED MEN.

The same attention and opportunities are given the colored men that are accorded the whites. There are many young fellows who learn to fire and take care of boilers as well as look after, oil and watch an engine and dynamos under the direction of the chief engineer, Mr. Thomas Gilchriest. Not long since a former inmate of the jail informed us that he now has charge of a set of boilers and engine and that all the training he ever had was received in the Jefferson County jail while an inmate. There are many other things which these boys have opportunity to learn. Mr. Fred Montfort has trained many a colored boy in all the work necessary to make a good man in charge of a building. The sanitarian explains the use of all disinfectants and not only works the men in keeping the jail clean, but tries to get them to take an interest in their work and learn everything in the science of sanitation. Some of these men make good janitors for factories and office buildings.

So far it has been seen fit to divide all negroes who want to go to school into two classes. Class B is made up of those who cannot read or write. These boys are first given the Moonlight School letter forms, which they trace until they have learned to make all the letters, then they are taught to join letters into words. They take a great deal of interest in learning to write their names. They are taught to read the street signs, and if they should happen to need to read much in whatever work they do, they are taught that. One boy who was a waiter could not read or write. He was taught to write and read what might be seen on a bill of fare. He was taught to spell the names of vegetables, meats, and in fact he had quite a working vocabulary when he "graduated." He was also taught to figure up the cost of a meal. I have forgotten this fellow's name, but he has since served me at a local hotel and he figured my bill correctly. He is certainly now more efficient than he was before he "attended" The Foster School, and is therefore less likely to commit another crime. He has not as yet "returned" to The Foster School.

In Class A we place all those fellows who went to school as far as the fifth grade. And I might say here is where most of "Mr. Foster's negroes" seem to have stopped their education. We have had only a few who cared to take advantage of the opportunity of school. Our plan is to make them more proficient in whatever trade they follow. Some have been taught about figuring the cost of plastering and of draying. They are all taught to figure out the cost of living and about how to make out a living on whatever wages they make when at work.

Their work in "English" has been letter-writing and telling a straight, plain, logical story. The teachers have been cautioned to train them always to stick to exact truth, showing them that there is no defense they can give in the Police Court more valuable than the truth. We have attempted some history with them, but we have limited it to

the simple story of the lives of some of our great men. As a general thing Class "A" of the negroes is a difficult proposition because continued interest is hard to get, but we are convinced that some of them make progress.

CHAPTER XII.

MEN'S DEPARTMENT OF THE FOSTER SCHOOL.

As in the other departments the principles of individualization, self-help and small classes prevail in this department. Class "A" consists of all men who have had a High School or College education or a special training in some profession. From this class our teachers are generally taken. Whatever line of work these men have hitherto followed they are allowed to continue. They do their studying on the tier and whatever suggestions occur to the Principal are given. Books and magazines for special study are provided from the Public Library, and much valuable material has been promiscuously given by the public.

In Class "B" we place those who rank from the fourth to eighth grades of the common branches. Most of these fellows seem to quit school about the time they could read, write and figure. The general program which this class is following at present is as follows:

On Monday at 9 a. m. the class comes to the schoolroom for the study hour. They recite from 1 to 2 p. m. Arithmetic is the subject for the day, and after a review of the fundamentals, each pupil is drilled in whatever part of arithmetic he may be found to be deficient or in whatever he may need to figure when he is at his work outside.

Some general exercises have been found to be both interesting and profitable. One which I remember to have assigned was the drawing of plans for a three-room house, figuring the cost of material, of hauling, of labor and of furnishing. An exercise for a fellow who had worked as assistant in a blacksmith shop was to plan for himself a shop and figure the cost of "setting himself up in business."

Another was that for a young farmer to figure out how he could start out as a renter and in a period of five years have his living for himself and family and pay for a small piece of ground. These exercises took several days, but the fellows learned the arithmetic connected therewith, and I am sure their thoughts were turned to constructive channels. I heard some interesting discussions among them when they had returned to their tier about the cost of material for house building in different places where they had been.

On Tuesday the general subject of English is taught by Prof. U. C. Morrow of the Faculty of The Boys' High School. The idea of logical thinking is meant to be the keynote of every lesson. Forms of composition and the terminology of rhetoric are not at all emphasized. Much cannot be done toward the appreciation of good literature in this class, either, but that phase has not been neglected. We have recently had a conference with the Librarian of the Louisville Free Public Library, and have arranged that only those books which

present some constructive or historical or scientific thought shall be sent to the jail. We have observed that fiction, generally sensational, is preferred by the boys here, but we think that should not fall into their hands, and therefore we have requested the Librarian to send other types of literature. The simplest forms of narration, description and argumentation are used. With logical thinking is also coupled the importance of exactness and the "truth" in all English work. The boys are shown that an exact statement of the truth is the most effective thing to impress anyone, even judge or jury. The class is encouraged to argue and many interesting debates occur in this class. A program given entirely by the school is planned for the close of this term of school.

On Wednesday comes the study of geography. The method is to read and study during the study hour under the leadership of the teacher. The recitation follows in the afternoon hour. In nearly every class we have formed, fellows who have seen many parts of the world are able and anxious to tell what they have seen. They are asked to tell of trips and describe geographical formations. One boy gave in our presence a very realistic description of Pike's Peak and the Royal Gorge. Having seen these places myself I was glad to hear such good description from him. The text book is the same as that which is used in the grades of the city schools. At the close of each lesson all the difficult words are pronounced by the teacher and spelled by the class. The matter of spelling is given attention in the other studies also. Somewhere and somehow "spelling" in schools of the land has "gone wrong." Many boys, even in High School, cannot spell the most common words. The Foster School means to "pound away" on the old-fashioned way of spelling.

In geography we study the occupations of different parts of the country and some fellows go afterwards where they may find work that suits their ability.

On Thursday the subject of History is studied by the teacher and class. The intention is to create a pride in and a patriotism for the country, at the same time acquiring information as to the history of the nation and its policies from time to time. Especial emphasis is placed on all parts leading to the current questions of the day. The teacher emphasizes all things which tend to prepare for better citizenship. Emphasis is placed especially upon certain men and what they have stood for in the Nation's history.

On Friday the study of civics, based upon a course worked out in the Boys' High School of the city, is made, under the general leadership of the inmate teacher and the Principal of the Foster School. The purpose of this course is to show the pupil his rights and duties toward all the groups of society of which he is a part. Everything that can be used to lead the pupil into a higher idea of citizenship is employed. We have also planned a course in physiology. This we think is a proper subject for study by men in this institution. "Know thyself" was the statement of one ancient philosopher. We believe that one of the first steps to the foundation of human character is a knowledge of the physical nature of man. If a man knows

the parts, structure and uses of the human body he is more apt to appreciate and use that body correctly. Generally there is some fellow who has had at least a part of a course in Medical College, and these fellows can handle the subject well. It is also planned that the jail physician and his assistant advise as to what the work in physiology should be, especially along the line of prevention and care of diseases.

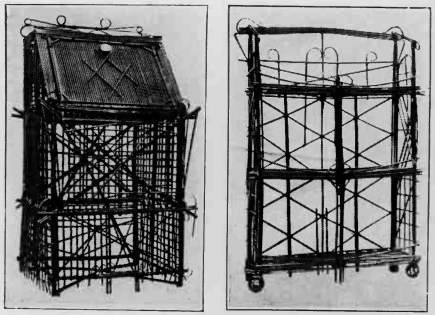
In Class "C" all those who cannot read, write, spell or figure are placed. They recite from 10 to 11 a. m. and 2 to 3 p. m. The teacher uses his judgment as to changes in subject from day to day. He begins with writing and spelling and advances in reading and figuring as the ability of pupils warrants.

Of some of the industrial work we have already spoken. At present there is a most excellent cabinet maker and carpenter here who has not only done much valuable work for the institution, but has taught two other boys much about his trade. Two men have recently learned to be painters, and when they go out they will have a good trade. Something they did not have when they "came."

From time to time these little things occur to us. Just by way of illustration and to show that in any jail the same things may be worked out that are being done in the Foster School, we give in detail the story of our shoe repairing department. This spring I bought a pair of sandals for each of my little boys. These sandals cost 80 cents a pair. In about a week the heels and soles were out and one pair was taken to the shoe hospital, where heels and soles were sewed on costing 90 cents. This put me to thinking, and I wondered if every poor family had the same proposition to meet. I went to the ten cent store and found what a repair outfit would cost. The next time I came to jail I asked Mr. Foster for a dollar, which he gave without question, and I proceeded to fit up our new department. I purchased a standard, a last, two boxes of tacks, a pair of pliers and a tack hammer, all for 45 cents. I then went to a leather store and purchased enough leather for five pairs of soles for 44 cents. I then asked our carpenter to fix up a box of the proper size with a lid and legs. The whole outfit cost 89 cents. I then went among the men hunting for an experienced shoemaker. I found two. I appointed one of these fellows to the "faculty" and showed him his outfit, told him what it cost and then instructed him that he must take one pupil at a time and show him how to repair his own shoes, told him to be sure to show each fellow about the cost of the outfit and that the "kit" for the tools can also be used for a kitchen stool. Every poor man who has a family should equip himself with this kind of an outfit. Next winter we plan that if a man comes to jail who has a family of little children that the shoes of these little children shall be brought to jail and that the father shall be taught to repair them when they need repairing.

The "professor" takes pride in his work and has several applications from men who want to learn to "fix their shoes."

Mr. Foster says that this work is only in its infancy and that everything that can be done to teach a man a useful and honorable little "trick" will be done.



Left cut is a secretary made entirely of the Saturday Evening Post, wrapping thread and shellac.

Right cut is an open-shelf library case which will hold 75 books, 25 on each shelf. This is also made from Saturday Evening Post, which all the boys read. The maker, George "Post," was an inmate and a fine fellow. He taught his trick to two other boys, who in turn are handing it down to others. Another Foster idea.

It is not supposed that any county will equip a jail with shops as the penitentiaries are equipped. This would not be wise. The proper thing for the short-term jail prisoner is to teach him to "pick up" little ideas where he can better himself and save his time and his money. We could go on telling about what has been done in this place in these three years, but we have desired only to set forth the principles and suggest something about the methods of the Foster idea which we hope others may develop further.

CHAPTER XIII.

HOW THE FOSTER SCHOOL IS ORGANIZED.

We are of the belief that many of our American institutions are top-heavy with organization. In The Foster School there is little appearance of organization or system.

We think that the school should be under the jurisdiction of the Jailer and not under the authority of the city schools. It is true that we get what our schools, churches and the social order has failed upon. We think, therefore, that a different philosophy and system will be more effective as the final resort.

A jail school must be worked in with the other general purposes, rules and methods of the institution. If we look for organization in The Foster School we find that the Jailer is the Superintendent, having been authorized by law and elected by the people to the position. The Superintendent accepted the services of the author of these lines and he may be called the Principal. All plans and methods of the school are worked out by Superintendent and Principal, and the Chief Clerk and Chief Deputy are asked to suggest if there are any reasons why they should not be put into effect. These two men are acquainted with every detail of the office and the control of inmates, and, in fact, many valuable suggestions have come from them, and they are really the executive officers of the school. The Chief Clerk prepares all bulletins, notices and programs, and the Chief Deputy sees that they are carried out. The Chief Deputy appoints a guard to see that pupils get to school.

Mr. Foster and Mr. Ragsdale talking over plans and methods for the Foster School. Mr. McCullom, chief clerk, in background.

The Principal has full freedom of the jail at all times. He talks over all the work with each teacher, showing him or her the purposes, plans and methods which seem best to employ. The teachers are made familiar with the principles upon which we work, but are encouraged to use as much originality as possible and no opportunity to encourage and stimulate the individuality of a teacher is overlooked. The expenses of the school have thus far been little and have been defrayed by the founder out of his private funds.

I take this opportunity to state that strict care is taken with prisoners where such is required and because Mr. Foster has done and is doing these things no one must think that he is remiss of duty when strictness and precaution is called for.

CHAPTER XIV.

THE TEACHERS.

The question of teachers was at first a difficult one in The Foster School. We had some misgivings about having the inmates teach and we were not fortunate at first in volunteer teachers from outside. One volunteer teacher, a well-intentioned social worker and society woman, came for a few days, but somehow the pupils did not "take to her" very well. We do not in the least discourage outside help, but we feel that having been on the ground now more than two years that our advice as to material and method has a value. The good lady felt that her experience as a Latin teacher eminently fitted her to teach here. Of course there are differences of opinion "even in the best of families."

We have been fortunate in having the assistance of another member of the High School Faculty, who tells us that he is now "getting onto the job." In selecting the boys from the Boys' High School for teachers we sought those who were earnest, serious and could make themselves at home in whatever surroundings they found themselves. These fellows were not "chicken-hearted," but have in them the "stuff" of which real men are made.

In selecting the teachers from among the inmates we have made two mistakes out of the twelve selections from inmates. The first one was a college graduate. There was no question as to his learning, but he insisted on too much of technicality in his work. To illustrate, he put in the time in English in parsing words and diagraming sentences instead of drilling his class in clear thinking and plain speaking. Then he lost the confidence of the boys by borrowing money and not paying it back. He is gone now, but we have heard that he is again in "jail" in another city.

Our other failure disregarded advice and his class got away from him. He was cautioned that "talking of self" was his greatest liability. He was told that it was best to keep himself and his affairs in the background. His disparaging remarks about his wife caused us to dispense with his services as teacher. We had selected him because he had a wide experience, had attended college and had a command of words that would help him to attract attention anywhere, but he failed to hold the confidence of his classes, and just as High School boys are able to tell a genuine teacher, so these boys here cannot be fooled either.

Our best teachers are those serious, still, unassuming fellows who have a period of six months or more and who go through most of the work, which is review for them, once as pupils, and whom we

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Our best teachers are those serious, still, unassuming fellows who have a period of six months or more and who go through most of the work, which is review for them, once as pupils, and whom we

then appoint as teacher. One such was P. J. This boy made good as a teacher. He planned and studied his lessons beforehand and never failed to interest his class. He never had to rebuke anyone. They seemed to work for him and took delight in pleasing him. The best result seemed to be upon P. J. himself. He got the idea he was good for something. He began to think and talk about his wife and little girl, and about a month before his time was up he asked the privilege of learning the painter's trade, which was given, and under the instruction of the sanitarian he was given enough experience to qualify him. He had been an electrician and he "brushed up" on that trade also, so as to be able to take whatever position he might obtain in either trade. What teaching did for P. J. it will do for others. Responsibility will many times make a man when nothing else will, and we plan to have small classes, employing as many teachers as we can, in order that teaching may help to develop them.

One of the best teachers we have found was Daisy Houston, colored. Notwithstanding the charge against her, she was a woman with a strong character. She did not seek any favor and always knew her place. Her handwriting was as good as any teacher of penmanship need to have. She was neat in her appearance. She was quiet and modest. She was kind and even diplomatic in handling her "pupils," and she won their respect and confidence. She soon caught the spirit of The Foster School and tried in every way to work out the principles and follow the methods. She controlled the girls on the ward during the study hours and the class hour seemed to be a time to which they looked with pleasure.

When Daisy went away there was a feeling of sorrow not only on the part of the pupils, but the teachers and officials as well. She had the good wishes of everyone when she was taken to Frankfort. I visited her at the Reformatory some weeks later. The Matron told me she was an ideal prisoner and had begun a school for colored women at that institution. She will be of valuable service to the State, and she will also be an inspiration to those with whom she is associated.

Another woman whom we have found to be a good teacher is Lillian Gardner. This little woman was very unhappy and in a most unsteady frame of mind during the first month of her incarceration. But her qualities were soon learned by the matrons and she was given responsibilities which she carried well. She became interested in the school and I asked her if she would like to teach. This seemed to "lift a load" from her mind and soon she had planned a course in sewing for the girls, and at once each girl in jail was at work on some piece of wearing apparel or some useful thing for the house. I planned a course of study for her to give to the class and she is getting some fine work in writing and figuring from the colored as well as white girls. She is even teaching one of the matrons the art of making a dress. She is now in a happy frame of mind and her employment dispels the gloom. She is doing a valuable service here and her mind is beginning to turn upon what she hopes to do for her children when she leaves here.

We could speak of other teachers but space prevents. Sometimes we fail with our teachers, as we have pointed out, but 80 per cent. of them succeed, and we think that warrants the idea of having them do the work, although we will not be wedded to any rule.

Note—Since the above was written Mr. Foster plans to have every "tier boss" a teacher and each man selected shall have some educational qualifications so that he may be able to direct each person in some school work which may do him good when his "time is up."

CHAPTER XV.

SOME FORMER PUPILS.

Mention has already been made of several of the "pupils" of The Foster School, and it might be interesting to speak of the others. I. B. C., known as "Mamma D," has been a notorious character. She had been arrested and had ridden in one of the patrol wagons so often that the wagon was named "Mamma D" in her honor. She peddled morphine to the negro houses of prostitution and was in every way a low character. The last time she was brought here she was in an ugly frame of mind and all persuasion and every form of discipline availed nothing. She fought the guards and stayed in a violent passion until the last resort had to be taken. She was sent to the "hole" to "think things over." After about four hours she was asked if she would behave if she was brought out. She went on another tirade and was allowed to continue to "think things over." At the end of ten hours she called for the Jailer and said: "Boss, if you will take me out of here I will do whatever you want me to do." She was brought up and with about ten days of quiet and regular hours, good food and daily baths, she began to act like a real human being. She was allowed to go along with the other girls to school. I noticed that she began to watch them after a few days and one day I said to her: "Let me see you write your name." She replied: "I never done that in all my days, I makes my mark." I wrote her name and showed it to her and then persuaded her to try to copy it. After several days she was able to make a good imitation of the original. After a week I noticed that she seemed to sit up straighter and had a more animated look on her face. She had begun to take a little more pride in her clothes, such as they were. The Matrons remarked of the care she began to take in the seeing that the jail was scrubbed so clean. She seemed to begin to take a pride in the institution. I will not forget a scene on the day the luncheon for social workers was given in the jail. The tables were being prepared by the inmates and I. B. C. and another girl had been told to take charge of the "silver." She was considerably "dolled up" on this day, and while proudly placing the silver she was heard to say to her partner: "I'se de boss of de knives, you'se de boss of the forks, and you see dat big man over dere, well, he's Mr. Foster, he's de big boss."

The day before I. B. C. was taken to Frankfort she called for Mr. Foster and in her appeal to be allowed to stay here she said:

"Oh, Mr. Foster, don't let them take me away, you saw me when I came, look at me now, and I can write my name. I want to stay and go to school." As she stepped out of jail next day she read the street signs and spelled out the names of the business places near. Although she must be 50 years of age she had become a child again.

"L. B." was another colored pupil. She never knew a single letter of the alphabet. She was a young woman, not gone far enough down to be classed among the regular "guests" at the jail. She did not appear to have alert mental ability. But she became so much interested in her school work that she spent all her time at it except when doing her cleaning work on the ward. "Daisy" was her teacher, and to her the credit is due for what Lizzie Bradley accomplished. At our commencement she received the medal for mental and moral progress, given by Mr. Foster to the woman who had made the most progress this year. Mr. Foster received these letters from her:

No. 1.

Louisville, Ky., Dec. 14, 1915.

Mr. Chas. C. Foster,
Louisville, Ky.
Dear Sir:

I thought I would write you a few lines to let you know how I am getting along in school. You can see for yourself how I have improved in writing. Thanking you for all your kindness towards me I am your obedient servant,

LIZZIE BRADLEY.

No. 2.

Mr. C. C. Foster,
Kind Sir:

As I am now about to make my departaure I thought I would thank you for giving me the privilege to learn tc read and write, which shall be so much benefit to me and never shall forget who was so kind to give me the optunity to learn. I also thank you for remembering us during hollie days. I hope you success in your under takings. LIZZIE BRADLEY.

Among the white girls "L. S." is a good example of what might be done by a Foster School. "L." did not know her letters. One day she asked Daisy to write her name for her. She, L., began by making copies and soon she was making all the letters. Within a month she had progressed enough to write a letter to her husband, who, when he received it, came to the jail to see if it was really true that she had written the letter. This woman learned how to be a good cleaner while here, and when her time was up she went away with her husband with every appearance of being a better woman.

Among the men I have already spoken of a colored fellow who became a good engineer under Mr. Gilchriest's charge.

Let me now tell about "E. A." He is a white boy who is a member of one of the famous feud families of the Virginia and Kentucky

mountains. E. A., when the family was scattered, landed in Louisville, and after a year or so got married to a Louisville girl. His story is told in an English exercise entitled "The greatest event in my life," which we here copy:

"Jan. 18, 1916.

"THE GREATEST EVENT IN MY LIFE.

"Jan. 17 1915 I was engaged to be married and oh how happy I felt real good to think of getting married. Well I gos and gets married and undertakes to board with my mouthering law and Ah, God, I soon found out that that wasn't any life for a man for the reason why I thought so it seemed as I must do all the work. Here is what I had to do when I came in from my work at the place where I was working studdy trying to get the money so I could live to myself and when I was almost run down and when my mouthering law would brag both water buckets and say 'I wish you would get up nights water so I wont halft to carry it and as soon as I would get in the house with my water buckets then she would ask me to get in wood and coal so I never did get any rest at all and so I speaks to my wife about all this work I was having to do and then she ask her mother that I shouldent have all this work when I was paying my board so then she thought I must for I was one of the family but I didn't think so and they had a big ourgiment and while I was listening I got arrested and landed in jail and I guess they are auguring yet.

"E. A."

E. A., it seemed, worked in a nursery. We taught him to write letters about trees, to make out orders for so many trees and to write letters as if he were trying to make a sale. He was also shown about what would be required to send a consignment of trees to some distant town. We have not heard from him since he left and he has not been a "guest" since.

One of the most interesting fellows to me was R. P. This fellow followed carpentry through the week and preached on Sunday. He was originally an illiterate mountain boy. In school he was not able to figure much except "in his head." He was drilled in making simple plans for small buildings and figuring costs. The first time I heard him in the English class I was much interested and amused. The subject for the day was, "Is the Moving Picture a Good Thing for the People?" Brother P. chose to speak on the negative. He began slowly, and then, "getting up steam," he rose into a religiously emotional fervor, during which he repeated his arguments the third time, and when his strength was gone and he had begun to see that he was amusing the class he "slowed down" and stopped. I had not heard anything like that since as a boy I used to go to the old hardshell Baptist church near our home in the country. Of course Brother P. was in earnest, and no doubt that style has yet its appeal. But we tried to show him how to outline his talks and impressed him with the idea that he must stick to his text and when he had said his sermon he must sit down. The last time I heard him he had caught the idea.

Not long ago I met him on the street and he said he was working every day and preaching on Sunday.

C. H. was a fine young fellow and got into bad company and finally landed here. He might have kept on "sliding," but The Foster School threw out the line and he was pulled in. His own testimony in the form of a letter is the best evidence, as follows:

"————————, Ohio, Feb. 28, 1916.

"Mr. Geo. Ragsdale,
"Louisville, Ky.

"My Dear Sir:

"Am in ————————, Ohio, working for the ———— people. Thought I would have more show away from Louisville because of my past trouble there. Am getting along O. K. and hope to have my wife and child with me ere long. Give the school, "Foster School," my regards. I praise same wherever I may be, as I for one was greatly helped by it, thanks to your interest. Please write me a line, as I surely would love to hear from you. You must excuse bad writing, Mr. Ragsdale, but it really seems as tho I cannot get my hands warm this eve. How is the school getting along? How far have they gotten in civics? Now please write as I am really anxious to hear from you. I must close now. Let me remain,

"Respectfully, YOUR EX-PUPIL."

We might go on with these cases, but some of them are so well known to the local public that an exact description here might be embarrassing to them, and we therefore refrain. Enough, however, has been said to show that a jail under competent and conscientious management becomes not only the corrective but the reformatory institution for the community. Even one boy or one girl pulled back into line is worth all the time and work, and the letter from "C. H." hoping to have his "wife and child" again with him to start life over is a happy compensation.

CHAPTER XVI.

THE DOCTOR BOY.

Where there are together two hundred people, a large majority of whom are arrested for drunkenness and those addicted to the use of drugs, there will be need of constant medical attendance. The jail physician has his hours at the jail and may be called at any time to attend any sick prisoner. But the "Doctor Boy" is in constant attendance. He is always a fellow who has some time to do, is a reliable fellow against whom there is no mark of discipline, intelligent and inclined to take an interest in people who need attention. He has sometimes had some medical, hospital or pharmaceutical experience. If he has not had it, his experience as "Doctor Boy" in the jail is a good preliminary training for work of that kind. If there is a sick man in jail he is put in the hospital ward and instructions as to medicine and proper care is given the "Doctor Boy" who is to keep close watch over the patient. At any hour of the day a person is likely to

be brought in who has been cut up or beaten up in a fight. If the wounds are very serious the person is sent to the City Hospital, where there are the best facilities for caring for them. All slight cases are, however, attended to by the "Doctor Boy," and the attention of the jail physician is called to them upon his next visit. The "Doctor Boy" has full charge of the jail drug store and the surgical room. Both are well fitted to satisfy any needs of the patients. Not long ago a prisoner was sent to the City Hospital for an operation for appendicitis, but in a few days he was returned to the jail, where he is being cared for by the "Doctor Boy." The present "Doctor Boy" has a valuable experience, has proven himself very capable and intends to finish his course in the School of Pharmacy. He hopes to receive one year's credit for the work and training which he has had as "Doctor Boy" in The Foster School. Whatever recommendation he asks will be given by the Jailer and the jail physician.

We are told many valuable things by the jail physician which the public ought to know. The doctor ought to write a book. He could throw some valuable light on cases of insanity in the courts. He can give some good advice on the treatment of opium and morphine fiends. One rule of treatment for morphine fiends is not to cure them by the use of morphine. In one case a former Jailer had insisted that a certain "fiend" be given morphine so that her ravings and her noise might be stopped. The doctor said nothing, but proceeded to inject pure water into the woman's arm, and continued this treatment for several weeks. When the time came for the woman to be released she thanked the doctor for his kindness and his treatment, whereupon he said: "You are cured of the morphine habit; you have had nothing but pure water injected into your arm by me." The woman was so overcome that she fell upon her knees and prayed.

We have heard from reliable sources that she now goes among her friends telling them she has been cured and pleads with them never to use morphine.

CHAPTER XVII.

THE GENERAL ASSEMBLY.

Regularly at 1:30 p. m. each Sunday all prisoners, except those who because of sickness are not able to leave their cells and those whose religion prevents, are gathered into the chapel for religious exercises. These exercises are conducted by the chaplain. The people of Jefferson County have looked well to the spiritual interests of the prisoners and caused the law to require the appointment of a chaplain at a salary of $400.00 per year to conduct religious services once per week. The singing at these exercises is remarkable. The volume would not be excelled by a large audience of one thousand or more. There are generally some fine singers who can sing solos equal to a paid soloist and they are always willing to perform. There are many special speakers at the Sunday services and many prisoners are led to better thinking and living by these services.

The Foster School has during the past year taken opportunity to hold several programs which have been inspiring to all who attend. The next year at least one patriotic and civic program will be held each month. The past year the first program was on February 12 in celebration of Lincoln's birthday. Besides the singing of patriotic songs, addresses suitable to the audience, such as "Lessons Learned from Lincoln's Life," in which was pointed how Lincoln rose from poverty, how he was known as "Honest Abe," how his life was a life of service. On Washington's birthday appropriate exercises were held. Washington's place in history as well as his example of manhood was pointed out. On April 13th Jefferson's birthday was celebrated with a program in which his place as America's greatest political philosopher and the truths of the Declaration of Independence were made important. On the Fourth of July the program consisted of patriotic songs and an address by Mrs. James A. Leech, member of the Daughters of the American Revolution and prominent in club circles of the city. Her subject was "The Patriotism of the Flag." There was a special program on Flower Mission Day. Bishop Charles Woodcock addressed the assembly on another day.

One of the most interesting programs was held on June 16th, which we called "Commencement Day." Dr. E. L. Powell made the chief address. Father Riley, of Shelbyville, was present and made a short address. The principal of the school gave a short history of The Foster School and told of the work done during the year. Jailer Foster presided and presented medals to the man and woman who had made the most progress in The Foster School during the year.

For the summer term of school we have been fortunate in securing the Judge of the Criminal Court to give a series of lectures on civics. The subject of Judge Robinson's lectures are:

No. 1. "The Nature of Government." In this lecture the Judge explained the necessity and origin of government, the general structure of government and the relation of the individual to the government.

No. 2. "The Nature of Criminal Law" will be his next subject.

No. 3. Will be on "The Rights of the Accused."

No. 4. Will be on "The Best Defense."

In these lectures he will not go into a technical discussion of his subject, but will gauge his lecture to the ability of his hearers, drawing whatever lessons that will give them a better knowledge of and attitude toward righteous living. The prisoners will come to see that the officers of the law, even the judges who sentence them, are not an enemy but a friend. The Judge will have the opportunity of studying the prisoner outside of the courtroom and away from the prosecutor, who may be trying to make him out a bad character, and away from the attorney for the defense, who may be trying to make him out a good citizen.

During the next year at least one civic and patriotic program will be held each month and more than one series of lectures will be given by public-spirited citizens on social and civic subjects. The main idea in all this is to keep constantly before the "pupils'" mind their

relations and duties to society; their duty to know and respect the rights of others. Out of this it is hoped to give someone a higher vision of life than he has known and awaken the slumbering good that dwells even in the lowest creature of human form.

CHAPTER XVIII.

THE GENERAL PRINCIPLES OF PUNISHMENT.

In any well-ordered social group or unit of government there must be law. Every law must have a dynamic or sanction if it's to be effective. The sanction of the law must be natural; that is, a statute ought not to contravene any natural law. We can say that there is no idea that does not have a physical or natural origin. A law should have the economic sanction; that is, it ought not to cost large sums of money in its execution. A law should have the moral sanction; that is, it ought to originate in the soundest morality. A law should have the legal sanction; that is, it should be passed in due form by a properly constituted legal body and be in accordance with all constitutional provision. A law should have the popular sanction; that is, it should meet the approval of at least the majority of the people, and all people should be willing to obey the law and join in its execution. A law should have the sanction of force; that is, there should be the physical strength in the government to meet the test of coercion. A law should have the sanction of fear; that is, there should be such penalty attached for the disobedience of the law that the dread or fear of the penalty will cause all to obey the law. It is because of this last sanction that punishment is necessary.

In the first known law of mankind, the Code of Hamurabi, written in 2250 B. C., the spirit of punishment was purely that of revenge, "an eye for an eye and a tooth for a tooth." The Mosaic Code, based upon the Hamurabic Code, had the same motive. In those ancient days if a man killed a man the duty of the dead man's relatives was to go at once and kill the murderer. This same spirit is yet manifest even now in the attitude and purpose of some prosecuting witnesses. Sometimes it may be seen in an over-zealous prosecutor. Generally this is the spirit of the mob when it takes a man from a jail and hangs him. It is seldom seen in the law or seldom animates the man in whose charge an offender is held for trial or punishment.

A second principle upon which punishment is based is the protection of society. One of the highest purposes of the State, as of the individual, is to perpetuate itself. In a democracy like that of America every individual becomes an integral part of the social body, which divides itself into units for the different purposes of government. Each of these units has its special government and its special law. We have grouped ourselves into a city for the purpose of having business relations, for building streets and having light and so on, and certain ordinances are passed that we must all respect if each of us is to enjoy his rights. In like manner we have the Commonwealth and the Nation. If one of the individuals of the governmental unit

takes the life of another he takes the first step toward the destruction of the whole group of society. He can, therefore, be said to be the enemy of society, and society, for self-protection, must take him in custody that it may not be destroyed but may be perpetual.

A third principle or purpose of punishment is what we know in religious terminology as repentance. It was preached for many centuries that "repentance was necessary for remission of sins." We can yet hear of that doctrine. Anything that is so old must be fundamental. Whatever value it may have or have had in religion, it still has a value as a part of the psychological process necessary to effective punishment. Wherever a man who has disobeyed the law is placed he ought to have whatever surroundings or devices that will cause him to think over his wrong and bring him to such a realization of the fact that he has taken the right of another that he will feel that he ought to make some replacement or restitution which we will call a fourth principle of punishment.

When a man's property is taken he is entitled to have it restored. But there may be those to whom he was obligated. He may have had a wife or children whom he was bound by the most solemn legal and natural obligations to support. Those to whom he was obligated are entitled to restitution or compensation, and the law of punishment ought to take the rights of these into consideration when it is made.

A fifth principle upon which the law of punishment should be based is that of reformation. If every person who "goes wrong" should stay "wrong" it would not be long until no one would be right. If the population of a city is 280,000, and 7,000 people are put in jail in a year, in forty years the whole population would be in jail. Society, therefore, to preserve itself must bring its erring ones back into line. It must make them sustaining elements, or the burden of taking care of the dangerous part of society will become overwhelming. Therefore, the fewer criminals the greater will be the number of those upon whom society can rest securely. The fewer the criminal class the greater will be the number of productive elements of society. The State must therefore reform all it can in order to make itself strong.

The methods of punishment throughout history have been numerous, but are easily classified under four heads. In all times corporal punishment, by various means too numerous to mention, has been customary not only in the family, but in all the larger units of society. At one time there were one hundred and fifty-four "crimes" for which a person might be put to death. Now in Kentucky there are only three, and in some States the death penalty is not inflicted. Now no forms of torture are allowed and in the family life "spanking" is seldom practiced.

Another form of punishment has been psychological device. In the colonial days it was a frequent thing to see a woman forced to stand in front of her door all day with a placard on which was written "SCOLD." The idea was to shame her into having a quiet, "sweet" disposition. Now, a boy when he is made to wear a dress considers

himself severely punished. But even these methods of punishment are becoming more mild.

A third method of punishment is that of detention. To detain or isolate one is a frequent and effective form of punishment. Its most telling effect is in the fact that one is deprived of his right to society; that is, his right to be with whomsoever he pleases. It also causes one to think over the cause for his detention. It gives him time to resolve and plan for better or for worse. It is mental rather than physical in its application, and because of this is the most effective method.

A fourth method of punishment is that of "work." This is more or less modern. Jails and penitentiaries formerly were filled with people with nothing to do. Georgia, Australia and other places were colonies planted for the purpose of putting people in the jails of England to work. In all our penitentiaries and workhouses it is the main purpose and method of punishment, and its universal practice proves its value.

In all the units of government, from the individual to the nation, there are some of these forms of punishment. The individual punishes himself by self-denial and mental device. In the family we have all the forms in limited degrees. To our mind those things which cause a child to think are most effective. Corporal punishment too often awakens a spirit of resentment. The nature of children ought to be studied by parents and that corrective method adopted which will, with least show of punishment, correct the fault and yet be a sure cure.

In the school it has always been my plan to get the boy where he is easily touched. In a High School of 1,600 boys there are some difficult propositions. One of the most effective methods in "getting" a boy is to let him know that you are "taking his record." For the last ten years I have made a record of every time I have had to in any way discipline a boy. A boy likes to know that his record is clean. I believe it is his right to see that record whenever he wishes. It is his, not the teacher's record. He values it very highly. He does not want to go down on the books as having had a bad record. He likes to be classed with the best of the class. Then he knows if he ever comes to a showdown and the teacher wants to take action for his expulsion that the "goods are on him." Other ways of school punishment are so numerous and differ with every teacher that the subject of school punishment might fill a good-sized volume.

In the club punishment generally consists in loss of influence, fine, hazing or expulsion.

In a neighborhood or community the persons who do not conform to the standards of the residents are generally treated by unfriendly conduct or social ostracism.

The church reprimands, excommunicates or expels.

The political party punishes by loss of influence or loss of office.

The justice of a magisterial district may assess a fine not exceeding $100.00 or fifty days in jail, or both.

The Judge of the Police Court may assess the same penalty as the Magistrate. He may place a person under a thousand-dollar bond for one year and the person may lessen the time to six months by good behavior in case he cannot give bail and has to go to jail. He may submit the case from time to time, meanwhile keeping tab on the accused and causing him to report to him at stated times.

The County Judge is also the Judge of the Juvenile Court and may, in cases of contributing to the delinquency of a child, impose a fine not exceeding one hundred dollars ($100.00) and fifty days in the jail or the workhouse.

The Judge of the Criminal Division of the Circuit Court, on behalf of the Commonwealth, may sentence a person to the electric chair or life imprisonment. He may assess a fine or give him a jail sentence.

The United States Court may try cases of criminal nature under the Federal law and may assess fines and impose penitentiary sentences.

It is evident that the legal units of society have less latitude in the variety of punishment than those units of society which are the creation of custom. For the judge there is only fine, imprisonment and death. While the social units of society cannot impose severe penalties, the penalty generally suits the case. Boys find natural and effective ways of discipline among themselves. Leave a case to them and they will not go wrong in settling it. They will generally suit the punishment to the case. We have previously said that each person is different from every other person. What will reach one person will not reach another. Even in the same family, children are found who are very unlike, and a way of handling one child will do no good with another. So with adults. A fine of $19.00 may be sufficient to keep one man from committing a wrong, but upon another it may have no effect whatever. What is the effect of a fine, anyway? It may be said the expenses of the courts must be paid, and that is true. The fines from the City Court of Louisville do pay all the expenses of the court and its officials. But what does it do for the family of the man who pays the fine or for his creditors? And for most persons it is not a sufficient reminder to act as a deterrent. While a fine answers to the principle that a man must restore to society the cost his crime has inflicted upon it, there is nothing in a fine that causes him to think it over and determine to do better except the fear of having to pay another fine. What a man appreciates most, he is most zealous in caring for, and if a punishment in any way affects this most appreciated object he is most likely not to commit an act which will take it away. Therefore, there ought to be given to a judge greater latitude in fixing a penalty so that the penalty will suit the case and prevent the individual from repeating the act.

In a long-term penitentiary sentence the principle of protection to society is the main idea. Reformation is not a mere question of time. It is a problem of psychology. Many times a man has reformed long before his time is up. If he had a chance to begin life over in

Upper left cut is a part of the scaffold on which several people were hanged in the Jefferson County Jail in former days. The noose was used in only one hanging.
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his normal surroundings he would make good. But, having years to do, he loses hold on resolution and comes out lost to the world.

The death sentence was formerly based upon revenge; now it is given only that society may be protected, and that is its only justification. But the long-term sentence and the death penalty are methods of the penitentiary.

What are, therefore, the principles and methods to be employed by the city and State in punishment of those who are in trouble for the first time or those who are yet young in years and new in crime? It seems to us that restoration to one's normal place in society is the purpose to be regarded, and that a place of detention, as a jail, where all psychological devices can be freely used in order that repentance, restitution and reformation may follow.

While the jail has always been neglected, it must and will become the reclamation institution for those for whom there is yet hope. And this can best be done by working on the mind of the prisoner. It is a psychological process and will be solved by the psychologist. Not necessarily the theoretical psychologist, but the common-sense student of human nature, who knows the laws by which the mind operates and who can use calm judgment, unaffected by prejudice or influence. It is in this direction that the work of Mr. Foster in the Jefferson County Jail is tending. It is yet in its infancy, but enough has been done to warrant the belief that a valuable contribution to sociological thought will be given when a completer survey has been made after a few more years of work.

CHAPTER XIX.

CONCLUSIONS.

We have tried to make a clear, concise statement of what has been and is being done by The Foster School, and now beg to submit some generalizations.

First—That a jail should be the *corrective* and *curative institution* for the community. It is true that the public has an idea that a jail is merely a place where people are locked up and fed on bread and water. People think that only those of the "submerged tenth" are brought to jail and that there is no use to try to do anything that might lead them back into the line of duty as good citizens. They say, "let them go to the penitentiary and there they will be reformed."

It is our contention that the jail is the place where the attempt should be made. It is here that the "novice" in crime first lands after his arrest. It is here that he first thinks it over. It is here that he goes through a psychological reaction. It is at this time that he is most affected by abuse or by kind words and friendly advice. It is here that he has the chance to turn from crime before he has become calloused to it or insensible to the appeal of honor. It is here that he may reverse himself before all the constructive plans and ambitions of youth and health are forgotten. It is here that he may begin a new page before his record is blurred or the stigma of the penitentiary fastened upon him.

Second—In connection with every jail there should be a farm where the man or woman who has become an habitual drunkard could be taken and given a normal life for a year or until cured of drink. More than 85% of all persons who are lodged in jail are under the influence of strong drink. When a man or woman comes to jail a second time they ought to be sent away where they can be cured. We recognize the principle of personal liberty, but we also recognize another and greater principle, which is, "that the world demands of every individual the highest good of which he is capable." Our fellow-men have the right and do expect more from some of us than of others. But everyone can give the "widow's mite." Society cannot much longer allow a man to put himself where he becomes inefficient and finally a burden. Many of these people would be constructive elements in the social structure if placed for awhile under natural conditions and in an environment removed from the haunts of vice.

Third—The Jefferson County Jail should have a lot in connection with it in order that the inmates may have a breath of air and a ray of sunshine that does not come through the bars. I have in these two years seen hundreds of people come into this jail and I cannot now recall one single erect, proud, stalwart-looking person. When a fellow is arrested there is something that soon gives him the jail "stoop." One of the greatest needs of the person in jail is exercise. It is true that here they have the opportunity to take exercise on the walk, but few do it. A drill lot would be the most valuable addition to the jail. It would be in exact keeping with the Foster idea. To put these fellows who have become physically "crooked" through a manual of exercise every day and straighten them up physically would go a long ways toward straightening them up mentally and morally. Since the military drill has been instituted in the Boys' High School there has been a very noticeable result in the bearing and behavior of the boys who have taken advantage of it. Let us not forget that the boys in jail are only men in physique with the minds of boys, and that what will do a boy good one place will do him good in another place.

In line with Mr. Foster's practical ideas is that of an exercise roof. The roof of the cell-house is about 80 feet by 140 feet and could with a small expense be fitted up as a place where the inmates could be taken for open air and sunshine exercise. In the new court house and jail at Cincinnati four such places are being constructed. This might take the place of the drill lot mentioned above. This is the opportunity for some person of means to do a lasting good to the community and to help many young men to reclaim themselves. God's sunshine should be denied to no one, not even the most despicable.

Fourth—For every jail where there are as many as fifty persons there ought to be a person whose duty it is to study every mental phase of the prisoner's life. A psychopathic expert is coming to be a recognized necessity in all institutions which have to do with the defective or the delinquent. In some States psychopathic institutions

are being founded for the study of the criminal class. In a jail there is the greatest opportunity to render the most valuable service to society in this direction. We have before stated that the same punishment does not meet the needs in any two cases. Such a person could be of assistance to a judge in fixing punishment. He could be of service to the jailer in prescribing work or study for a prisoner. I have in mind a case in this institution where a little woman had in a thoughtless moment committed a crime for which she was about to be sentenced to the penitentiary. Her mental type and condition was noticed by one of the officials and the matter was thought over and it was finally decided to ask three very well-known and capable women to interest themselves in the case, which they did, with the result she was given a jail sentence, even over the protest of the prosecuting witness, who, animated by vengeance, wanted her sent to the penitentiary. She has given every evidence of repentance for her crime, has become one of the best teachers The Foster School has had, and is doing good to a score of women here every day. If she had been sent to the penitentiary she would have become hardened to the thought of crime and lost to society forever. A psychopathic expert could save many a person like this from further crime. This is a field of study and an opportunity for service which will in the future develop into a profession ranking second to none in sociological fields.

Fifth—There ought to be someone or some organization who will take up the cause of men when they leave the jail. The Howard Association has done great good for the men of the penitentiaries. There is an association in Cleveland composed of the men who have been in prison which has for its purpose helping a fellow to his feet by giving him lodging until he has secured a place to work. This would be the best method, but it is difficult to get a nucleus on which to start. Of all the scenes of jail life this is one of the most interesting and sometimes the most pathetic. Not long ago a fellow was let out at night and in a short while returned because he could not find his way home. Another fellow's family had moved and he could not find them. Some go out and the same day go to work. But the saddest thing is to see a man who, after having served a long sentence, step through the gate and down the steps, stop, look in each direction and go slowly off to the old haunts of vice and crime. If we could have another picture, as he steps upon the street, he gives a look to the west, down Green Street, where has been the haunts of lust and fallen manhood, but by some inspiration it has come to be a forbidden haunt to him; rather let him look to the east to the busy avenues of trade and activity, where he may again pick up the threads of industry and responsibilities of life, or let him look to the north to the beautiful statue of Jefferson and be reminded that he is again in the "land of the free," where he may in the strength of body, in the wisdom of mind and the honesty of heart live that constructive life which will earn for him the proud consciousness that comes from well-doing and the commendation of his fellow-men.

THE END.

AFTERWORD.

As has been stated in this volume, it is the belief of The Foster School that mental conditions have more to do with crime than any other conditions, and that from this standpoint most efforts to reclaim the wayward should proceed. In line with this idea Jailer Foster is considering a plan of work which will be of the nature of a Religious School. He believes that much can be done to inspire men and women to retrace their footsteps and to follow in higher plains of living, by a study of the human side of the great lights of sacred history. An outline of lectures and of study is being prepared to this end. This plan will cover a year's work and will consist of fifty-two lectures. The subjects of these lectures, with possible changes, will be as follows:

1. The Development of Monotheism.
2. The Messianic Hope.
3. The Internationalization of Christianity.
4. The Individualization of Christianity.
5. Abraham.
6. Joseph.
7. Moses.
8. Samuel.
9. David.
10. Elijah.
11. Isaiah.
12. Jeremiah.
13. Socrates.

14-24. Ten Lectures on Life and Teachings of Jesus.

25. St. Paul.
26. Constantine.
27. St. Augustine.
28. Leo the Great.
29. Peter the Hermit.
30. St. Bernard.
31. Wyclif.
32. Huss.
33. Savonorola.
34. Luther.
35. Calvin.
36. Bunyan.
37. Knox.
38. Wesley.
39. Williams.
40. Edwards.
41. Marquette.
42. Howard.
43. Judson.
44. The Deity.
45. Immortality.
46. The Soul.
47. Faith.
48. Grace.
49. Brotherhood.
50. The Church.
51. Service.
52. Saviorhood.

It will be the purpose to set forth the general plan of Religious History in the first four lectures. Then will follow ten lectures on the great men of the Bible. The next study will be a course of ten lectures on the life and principles lived and taught by Jesus. Then will follow twenty lectures on the great men of religious history. The course will be concluded by eight lectures on the Great Religious Concepts. This may seem to be a heavy program, but we believe that what has made the world great and good and strong in the past will do so in the future. These subjects will be presented so that the humblest can understand and so that a solid foundation for character can be laid.

A regular Men's Bible Class is to be planned and men outside as well as inside of jail will be invited to attend. The rules of the class will provide that nothing shall interfere with the duty and responsibility of the Jailer. The members are to have an hour of freedom within the walls in which they may study the great men of ages past and know the thoughts that have made man a higher being.

FURTHER WORK AND PLANS OF JAILER FOSTER.

The time taken in working out plans to engage men's minds is well spent, and recently a great deal of interest has been taken in spelling matches. Some of the boys have become so interested that they have committed the spelling book to memory. Indeed "Pete Paris" is now the champion speller of the city. Many people of the city have become interested, and two matches with outside people have occurred.

A CONTEST FOR A PRIZE.

The Jailer will give a prize for the best answers to the questions below. Compensation by reason of success and glory accompanies this offer.

(1) The only time the word Easter occurs in the Bible is in connection with a man in jail. Who was he and what about him? Indicate where this reference may be found.

(2) Who was Moses? Did he commit a crime? Tell about his life and burial.

(3) Tell something about John Bunyan. Did he do time in prison and what happened to him?

(4) What is in the mind of every prisoner, especially when in despair?

(5) Name some famous prisoners mentioned in the Bible. One was a victim of a "frame-up." Who was he and what happened to him?

The answers to the above questions were many and varied. Several fellows spent many hours looking up the answers from books in the jail library. One boy spent three days looking up his answers.

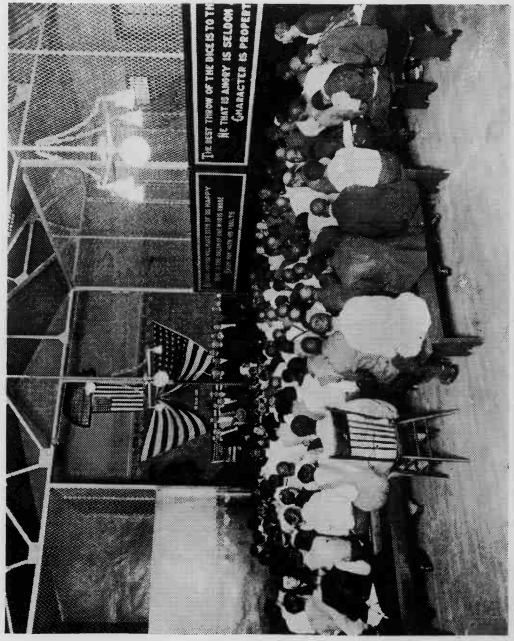
THE KEY.

The Key is a monthly paper which is edited and published by Mr. Foster for the inmates. Some very choice pieces of literature are found therein. This paper has become known throughout the country and is only another evidence of the energy of the man who makes good because he wants to do so.

THE FOSTER SCHOOL'S FIRST COMMENCEMENT.

The story of the commencement exercises, conducted in the chapel on Friday afternoon, June 16, was brightly and crisply told in the Courier-Journal by Albert Y. Aronson, as follows:

Foster School, one of the innovations of the Jefferson County Jail, now has an official but unorganized alumni. It came into being yesterday afternoon at the first annual commencement of the school



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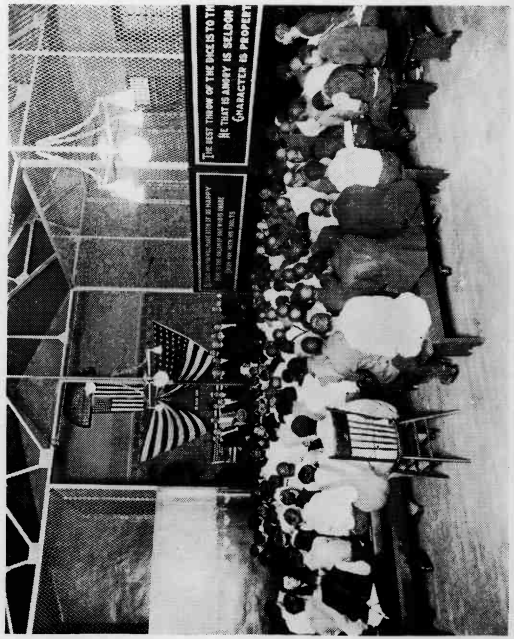

COMMENCEMENT DAY.

when W. M. Cooley, Lizzie Bradley and other unnamed and less distinguished pupils were graduated with all the trimmings, bright prophecies for the future, addresses and other incidents of the closing of a school year. Assembled for the exercises was the entire jail family as it is now constituted, men prominent in the affairs of the city, newspaper reporters, a sociologist or two, churchmen, laymen, officials, musicians and photographers.

Promptly at 3 o'clock those composing the company on the set programme, the visitors, the pupils and others in confinement who have not availed themselves of the opportunity for learning found in The Foster School, filed into the jail chapel, escorted by guards attired for the first time in trim, blue uniforms topped off with a dressy uniform cap. For the occasion the chapel was decorated with flags and potted plants, while a neat electric sign in the center of the wall forming the back of the stage spelled the words: "The Foster School."

Charles C. Foster, Jailer, founder of the school and its superintendent, made everybody feel at home, inmates and visitors alike. The exercises began with a thirty-minutes instrumental and vocal concert. Local No. 11, of the United Trades and Labor Assembly, more easily identified as the Musicians' Union, had sent to the commencement a picked orchestra of eight pieces, and a little woman with a voice trained to the expression of sympathy found in popular ballads, sang for the prisoners again and again. The sincerity of the applause accorded her from both sides of the footlights running along the edge of the chapel platform would have been an inspiration to any artist. It was a holiday and gala occasion and Mr. Foster imposed no restraint on the impulsive and emotional natures of the pupils, permitting them to give full expression to their feelings of delight.

The Rev. Dr. E. L. Powell presented medals to the two honor pupils, W. E. Cooley and Lizzie Bradley, "for progress in mental and moral uplift." Cooley, a white prisoner of earnest countenance, was honored for missing school but three days, doing everything that was asked of him in the jail without complaint and attending to his own business at all times, which was a good promise of future success, Dr. Powell said. In a few sentences uttered in a diffident manner, Cooley accepted the recognition of the honor, thanking everybody for the interest shown in his behalf.

Lizzie Bradley, negro, who returned to the jail for the afternoon, left her seat beside her former classmates when her name was called, and while she was unable because of strong emotion to say anything, she gave every evidence of being fully appreciative. Lizzie was offered by Dr. Powell as a bright example of how it is possible to reach from the darkness of a jail cell, through the bars, out into the light of intelligence and release from the imprisonment of illiteracy the ideas and thoughts tending to build character and good citizenship. To The Foster School Lizzie is indebted for her ability now to read and write and figure through long and short division, and of the 150 pupils who at one time or another have been pupils in The Foster School, made the most rapid strides.

Next to the little woman who sang, applause was loudest and longest for Judge Harry W. Robinson. Judge Robinson was a little overcome by the ovation accorded him, as he did not expect it to be so hearty in view of the fact that practically every member of the audience off stage had heard him talk before in his official capacity as Judge of the Criminal Court, or else they would not have been present to hear him again yesterday afternoon. Nevertheless, they all voted him a good fellow for imposing upon them the compulsory opportunity of turning their punishment into self-betterment through participation in the benefits of The Foster School. Judge Robinson passed out some excellent advice, told of the certain punishment here and hereafter for wrong-doers, and offered one and all a helping hand "when you again breathe the air of liberty."

The Rev. Father Riley, of Shelbyville, who dropped into the jail to see a prisoner, was invited to the services and took part in the exercises. He ingratiated himself with the prisoners almost immediately and gave them this sound advice:

"Start every day with a prayer and end it with a prayer. Prayer will keep you out of trouble more surely than education, sociology and a special training."

Prof. George T. Ragsdale, of the Boys' High School and principal of the Foster School, declared that the school solved the question of what to be done with the "short-term" prisoner. He expressed regret that he would not be able to give up as much time to the school next year, but urged its continuance, a broadening of its course of study and the employment of a psychopathic expert who would live with the prisoners and determine their mental needs through personal contact. A short history of the school was also given by Prof. Ragsdale.

Mr. Foster introduced each of the speakers and in an opening talk explained his policy of endeavoring to aid each of his charges by developing the good that was in them. W. M. Bruce, jail chaplain, said a short prayer. Invited guests who were present in addition to those on the programme were the Rev. Father O'Connor, of the Cathedral; Chief of Police H. Watson Lindsey, Chairman of the Board of Public Safety Edward T. Tierney and Edward Gottschalk, of the Board of Education.

Father Riley conferred the first degree ever given by the school, that of D. J. (doctor of jails) on the Rev. Dr. E. L. Powell.

THE FOUNTAIN.

Mystery relative to love, crime and tragedy lurks within every prison wall.

It has been said that some hearts grow sweet in grief; that the weight of the cross does not break the strong-souled.

When there is laughter in prison there is a sob near. Once in awhile the anguish a prisoner undergoes develops the art in a man and out of a shadow flashes the light of hope.

Bars and walls cannot restrain thought, and a hand that has offended the law now and then writes down words of deep pathos.

Within the entrance gate to the jail is a fountain intended to catch the prisoner's glance to cheer him in his despair. Its purpose is to impart the blessedness of purity. That this fountain tuned the emotions of a certain prisoner is attested in a poetic production, sent to the jailer-editor of the Key, with the understanding that the writer's identity is not to be revealed. So, this contribution to American letters is offered, with the promise that others will follow.

THE FOUNTAIN

THE FOUNTAIN.

The key slipped down in the rasping lock
(I knew that outside stayed sunlight and laughter),
And I caught my breath to withstand the shock
Of the terrors that crowd, and the fears that flock,
And the clammy horrors that soon would knock
On the bars of my heart when the door clanged after.

The door swung open a widening space
(I knew I had spoken farewell unto beauty),
And I closed my eyes on the ugly place
That loomed around me in shadows base
Because I had jeered in the mocking face
Of the laws of the land that men set with duty.

The door fell back on its hinging weight
(I knew I should see bare walls, and alone),
And I shuttered my lids to thwart the fate
That would sear on my eyeballs early and late
Medusa's head at the prison gate,
Set up on the ramparts to make men stone.

The door clanged shut in a vibrant vise
(I knew I should face the bleak dust of the years),
But I blinked wide-open in taut surprise
As one betrayed by his tortured eyes
Who, standing at hell, glimpses paradise
Through the mists of a memory grown cloudy with tears.

The door lay shut on the lingering wedge
(But the gleam had shot into the sodden gray!)
For there flashed beneath the high window ledge
A boy of stone at a fountain's edge
Where rippled green wavelets among the sedge
And gold fish darted in glimmering play.

The door held close on my prisoned days
(But I fronted the future unafraid)
When my heart went racing in hot amaze
To a place of almost forgotten ways
Where a fountain bubbled before the gaze
Of a boy all thrilled with the dreams it played.

The door barred day from the prison keep
(I know that sunlight is of the soul),
For I saw before me that shining heap
Of dreams, that I thought was buried deep
Beneath the mound of a bitter sleep,
Mirroring now in the glint of the bowl.

—A Pupil of the Foster School.

THE FOUNTAIN.

Mystery relative to love, crime and tragedy lurks within every prison wall.

It has been said that some hearts grow sweet in grief; that the weight of the cross does not break the strong-souled.

When there is laughter in prison there is a sob near. Once in awhile the anguish a prisoner undergoes develops the art in a man and out of a shadow flashes the light of hope.

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The door stands staunch on its clenching key
(I know that the sun has threaded my weaving),
For within a pool of placidity
I have glimpsed a gleam of eternity,
And I have found in captivity
All of the world that I feared to be leaving.

CHRISTMAS EVE IN JAIL.

By Young E. Allison.

(Written for the Key.)

I tried to think how I would feel and what I would do—if—

I were in jail on Christmas eve and Santa Claus came driving up over the roof in his auto-sleigh, with anti-skid chains on the tires, and stopped and scratched his head and said:

"Gee! I hate to go down that chimney. It's like one of those submarine traps. If I do go down it will be hard to get out, on account of the bars. It's funny to me that bars get so many men in jail and then that bars keep 'em from getting out. Mr. Barkeeper is sure ambidextrous in working both ways. I guess I'll drive on."

And so I just up and cried out:

"Suppose you just throw the stuff down the chimney and I'll catch it in my blanket."

"That you, my son?" he called back. "Oh, I guess you can catch it all right—looks to me like you are catching a good deal at this time of the year and catching it good and strong, too."

"Now, Santy," I said, as softly as I could, "you used to be good to me when I was a kid, and I want you to know that I hope I may die if I have broken any laws."

"I know that, my son," he said, booming out his big voice. "The laws were all broke before you got to 'em, of course. And as far as we know there's only one sound Commandment left out of the whole Ten, the other nine having been broke by so many in their minds or out of it. I got an engagement now with a lame boy, whose mother makes $6 a week for both to live on."

"Don't go yet," I begged him. "You seem to think it's funny to be in jail Christmas eve."

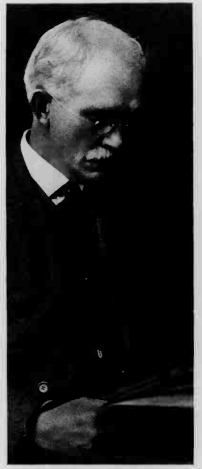
"Well," he said, chuckling, "it is funny when you come to think of worse places you might be in and how hard you work to get in here."

"Me work hard—to—get—in—here?"

"That's it, my son," he snapped back. "There's about ten million things a boy or man can do and keep out of jail, so that he never will know anything more about it than the color of the outside walls. There's only Ten Commandments to break to get in, and let me tell you, my son, it must take hard work to pick out those Ten Commandments among ten million better chances."

"You haven't got any sympathy—" I began, turning on the sob sound in my voice.

"You don't need any sympathy," he cut in with a big laugh. "What you want is just common sense, not sympathy. I know; I've been in jail myself—Christmas eve, too. I was here last Christmas eve and went about my business and hung a sock full of stuff for everyone.



YOUNG E. ALLISON

I guess this must be your first spell in jail, if you don't know that. If you have been here before and have come back again it seems to me you must like it."

"Think of the disgrace," I said. "It ruins a man to get here."

"It didn't ruin me," said Santa Claus, briskly. "It doesn't ruin anybody who doesn't want to be ruined. Better men than you and me have been in jail, from Adam all the way down to Shakespeare,

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Moliere, Frederick the Great, Napoleon, Cervantes—even down to our time when the sweetest, cleanest and most cheerful story writer the world ever produced spent three years and a half there and came out without a stain.

"No jail can ruin a man. Nothing can ruin a man but himself. The world judges a man not by what happens to him once or twice, but by what he does steadily. The Door of Hope always stands wide open in the Wall of Good Behavior. Any man that will work half as hard to keep out of jail as he does to get in can always get the world's respect."

"But," I began.

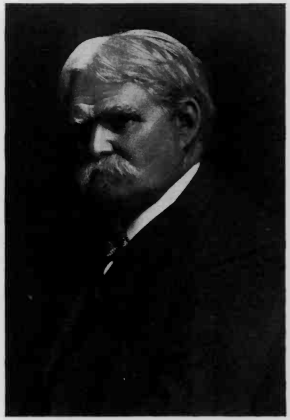
"Now, you go to sleep, my son, and don't talk back," said Santa Claus. "How do you think I can come down with anybody sitting up and watching for me?"

"Then you are coming down, after all?" I cried.

"Well," he laughed, "I'll think about it, and you'll get an answer one way or another about the time you wake up tomorrow morning."

And then I fell asleep.

Apropos to the above I am reminded that only a few months ago an old man, broken and dissipated, was brought to jail. After the "booze" had left him he began to be normal and as he had been a painter he was asked to give some advice about painting certain parts of the jail. He soon said, "let me do it." He was given full sway. Any person visiting the jail today (Mar. 20, 1917) will see the really artistic (artistic because it is appropriate) decoraton of the chapel of the jail. This old man's sentence was up before the job was finished, but he said, "I am going to stay and finish the chapel. I am getting well again and I am safe from 'booze' in here. If I stay long enough I'll be a man again." He stayed.



HENRY WATTERSON ON HAPPINESS AND HYPOCRISY.

Success in life is happiness. The successful man, the happy man is the man who believes his old wife the loveliest woman in the world, the vine-covered cottage he calls his home the dearest spot on earth, and who wouldn't swap his ragged, red-headed, freckled-face brats for the best-looking and best-dressed kids of the proudest of his neighbors. Men in their places are the men who stand. The material, the tangible things of life, essential as they are under right conditions to happiness and comfort, do not, of themselves, bring happiness and comfort. Millions of money will not save a sensitive man from the tortures of a sore toe. Infinite fame will not save a proud man from a debt he is unable to pay. I repeat that success in life is happiness, and its seat is in the heart and mind; not in the stomach or the pocket.

I don't believe that every man who has come short in his accounts is necessarily a scoundrel. I don't believe that every refugee must needs be a thief at heart. I believe in many cases there was no original purpose to steal, and, in many other cases, if all the facts could be got at, it would be found that down to the very hour of flight there

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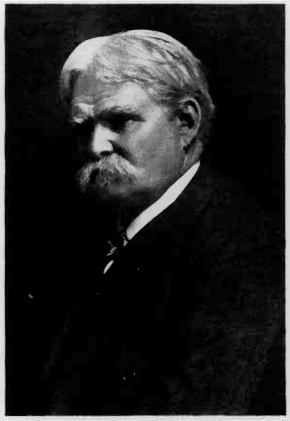

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was an honest purpose, even an honest effort, to repair the wrong done in the heart of sanguine expectation or the recklessness of despair. He promises himself to make this good. A year passes. The gap is wider still. He takes a risk. This fails, of course. Then he loses his head. And then he makes the fatal plunge, and down he goes into the vortex.

How many breaches of trust begin in those good intentions with which that very hot place with the very short name is supposed to be paved? Indeed, the gambling mania, in some form or other, seems to be well-nigh universal, and the gambler never expects to lose. There is always before his mind's eye the mirage of that capital prize in the lottery of life, or that winning hand in the game of his choice. Even among those who habitually play for money it has been observed that they laugh when they win and swear when they lose, just as if it was not a certainty, when they sat down at the table, that they must inevitably either do the one thing or the other, eliminating from the proceeding any possible surprise. One would imagine that such persons ought to be more stoical. But it is not so. Each sitting is to them as though it were their last, and, as no man deliberately plays to lose, he is correspondingly angry when he fails to win. But what a fatal mistake is made by that man who lays his hand upon a dollar he cannot honestly call his own.

Among those persons who appropriate to their own use money that does not belong to them, seeking those dark-alley short-cuts to fortune that end in disgrace, it has always seemed to me that they are the worst who masquerade as pillars of the church or pose as models of commercial integrity and virtue. Such a man not only robs those who have trusted him and believed in him, adding hypocrisy to felony, but he commits an even greater moral crime by the shock he inflicts upon our common faith in human nature.

I recall a curious episode of this kind which happened a few years ago in the directory of a bank in one of our great cities. A certain member of the board was found to have duplicated warehouse receipts to a considerable amount borrowed of the bank on those collaterals. His friends raised the money, paid the notes, and the matter was hushed up. Not, however, without the earnest protest of two of the delinquent's colleagues, who thought, or who said they thought, it compromising with crime—that it was not fair—to allow such a scamp to be turned loose on an unsuspecting community. Finally, however, their moral susceptibility yielded to entreaty and they acquiesced in the concealment. Less than a year later one of these gentlemen fled to Mexico, leaving behind him a hundred thousand dollars' worth of duplicated warehouse receipts. His surviving partner in morality was indignant beyond expression. He went about wringing his hands, rolling his eyes and stigmatizing the villainy right and left. Six months later this gentleman's turn came around. He ran away to Canada, leaving behind him half a million of money raised on bogus security. And, now, what do you suppose came to pass? Why, the original sinner—the man who, so vehemently denounced, had been

saved by the generosity of his friends and the silence of the bank—once more a prosperous merchant—actually served as foreman of the grand jury that indicted the other two!

Hypocrisy, we are told by the witty Frenchman, is the homage vice pays to virtue. It is also the mask behind whose smug features pretended virtue seeks to work off her self-righteous shams. Nor is it an exclusive possession of the criminal classes. We encounter it in the best society, setting up for a lady of fashion; in the church, setting up for a philanthropist; in the Board of Trade, setting up for a most enterprising patriot.

Which of us has not had his fingers burned by corner lots bought in cities that never were and never will be in the game of development and public spirit, to find no relief in watered stock, no matter how coolly and copiously that may have been applied?

Which of us does not recall the obliging friend, who, if it is any accommodation to us, will let us in upon the ground floor of a financial edifice, having three or four cellars beneath it, and laid, at the bottom, in a cave of winds?

Which of us has not his hard-luck story to tell of his neighbor, having an infinite deal of horse-sense and an illimitable knowledge of horse-flesh, with his inevitable "tip" as to the "sure winner" in the coming race?

But, and more's the pity, there be hypocrisy and hypocrisy. There is a kind of hypocrisy that goes maundering through the world mistaking itself for virtue and never finding itself out. And then there is a hypocrisy that springs rather from cowardice than fraud, and that is to be pitied. How many a man has lied to save appearances, who might as well have told the truth and gone about his business. The only honest hypocrites, Hazlitt reminds us, are the play-actors who change their characters with every performance, wearing the robes of a king today, and the rags of a beggar tomorrow. Nay, the woods are full of hypocrites, unconscious hardly less than conscious; pious hypocrites, who deceive themselves more than they deceive anybody else, to end at last in the ditch; bullying hypocrites, who, like poor Bob Acres, really fancy they can fight, until brought to shame by their own folly.

Yours, in dear Charley Foster, with affection - Henry Watterson
Nov 27th 1916

MS 2048

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Among those persons who appropriate to their own use money that does not belong to them, seeking those dark-alley short-cuts to fortune that end in disgrace, it has always seemed to me that they are the worst who masquerade as pillars of the church or pose as models of commercial integrity and virtue. Such a man not only robs those who have trusted him and believed in him, adding hypocrisy to felony, but he commits an even greater moral crime by the shock he inflicts upon our common faith in human nature.

I recall a curious episode of this kind which happened a few years ago in the directory of a bank in one of our great cities. A certain member of the board was found to have duplicated warehouse receipts to a considerable amount borrowed of the bank on those collaterals. His friends raised the money, paid the notes, and the matter was hushed up. Not, however, without the earnest protest of two of the delinquent's colleagues, who thought, or who said they thought, it compromising with crime—that it was not fair—to allow such a scamp to be turned loose on an unsuspecting community. Finally, however, their moral susceptibility yielded to entreaty and they acquiesced in the concealment. Less than a year later one of these gentlemen fled to Mexico, leaving behind him a hundred thousand dollars' worth of duplicated warehouse receipts. His surviving partner in morality was indignant beyond expression. He went about wringing his hands, rolling his eyes and stigmatizing the villainy right and left. Six months later this gentleman's turn came around. He ran away to Canada, leaving behind him half a million of money raised on bogus security. And, now, what do you suppose came to pass? Why, the original sinner—the man who, so vehemently denounced, had been

saved by the generosity of his friends and the silence of the bank—once more a prosperous merchant—actually served as foreman of the grand jury that indicted the other two!

Hypocrisy, we are told by the witty Frenchman, is the homage vice pays to virtue. It is also the mask behind whose smug features pretended virtue seeks to work off her self-righteous shams. Nor is it an exclusive possession of the criminal classes. We encounter it in the best society, setting up for a lady of fashion; in the church, setting up for a philanthropist; in the Board of Trade, setting up for a most enterprising patriot.

Which of us has not had his fingers burned by corner lots bought in cities that never were and never will be in the game of development and public spirit, to find no relief in watered stock, no matter how coolly and copiously that may have been applied?

Which of us does not recall the obliging friend, who, if it is any accommodation to us, will let us in upon the ground floor of a financial edifice, having three or four cellars beneath it, and laid, at the bottom, in a cave of winds?

Which of us has not his hard-luck story to tell of his neighbor, having an infinite deal of horse-sense and an illimitable knowledge of horse-flesh, with his inevitable "tip" as to the "sure winner" in the coming race?

But, and more's the pity, there be hypocrisy and hypocrisy. There is a kind of hypocrisy that goes maundering through the world mistaking itself for virtue and never finding itself out. And then there is a hypocrisy that springs rather from cowardice than fraud, and that is to be pitied. How many a man has lied to save appearances, who might as well have told the truth and gone about his business. The only honest hypocrites, Hazlitt reminds us, are the play-actors who change their characters with every performance, wearing the robes of a king today, and the rags of a beggar tomorrow. Nay, the woods are full of hypocrites, unconscious hardly less than conscious; pious hypocrites, who deceive themselves more than they deceive anybody else, to end at last in the ditch; bullying hypocrites, who, like poor Bob Acres, really fancy they can fight, until brought to shame by their own folly.

Yours in dear Charley Foster, with affection - Henry Watterson
Nov 27th 1916

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